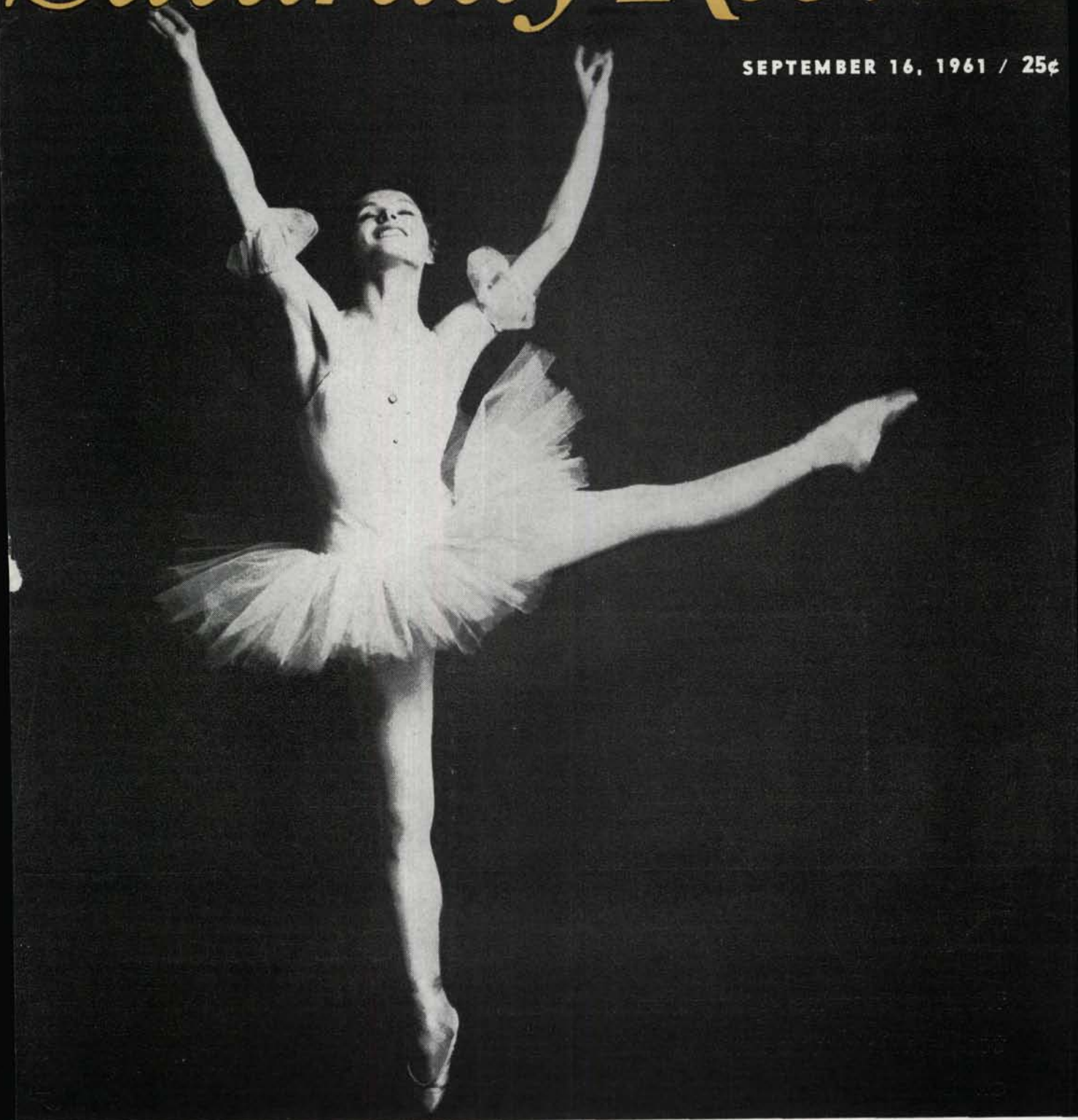
Saturday Review

SEPTEMBER 16, 1961 / 25¢



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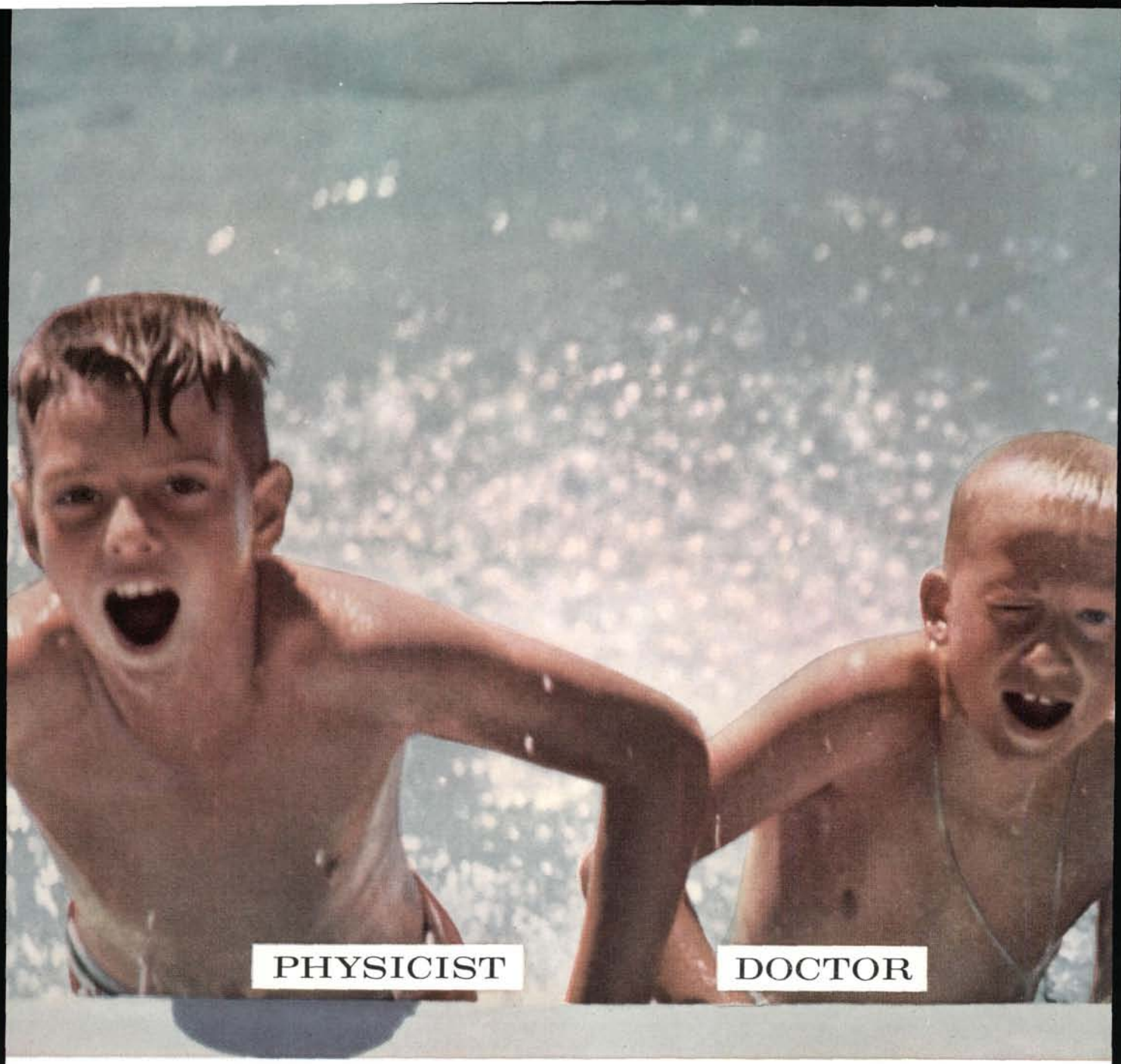

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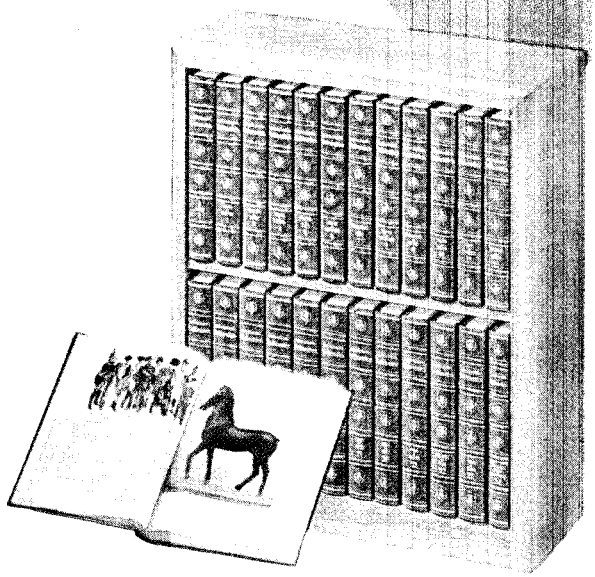

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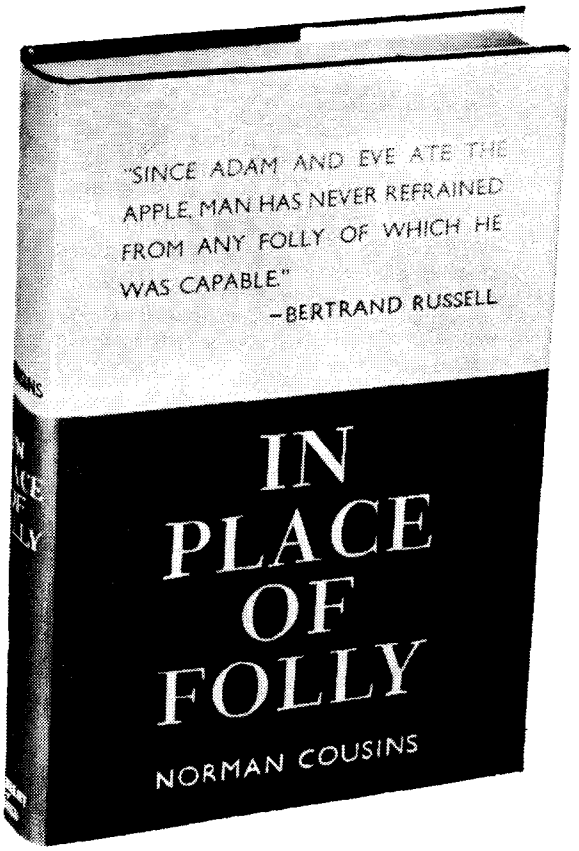
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Saturday Review

SEPTEMBER 16, 1961

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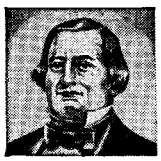

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THE WATER PISTOL CAPER

THEY say that if you are a writer of fiction you must be very careful in the use of coincidence. "It is only in literature that coincidences seem unnatural," said Robert Lynd. I don't know which Robert Lynd said it—there seem to be several Robert Lynds—but one of them did. Wherefore, if I incorporated this little story into a novel or a short story, people would say it was unbelievable and call me a lousy writer, lacking in invention. But as a reporter, setting down bald truth, I have no hesitation in telling it.

In the town of Morganton, over near Asheville in North Carolina, there is a little boy whose identity I do not know but about whom I sometimes worry. I suspect that he has lately been given to sitting around the house, listless and moping, brooding vaguely over the fact that Fate is a dirty dog. I know about this boy because I know a young man named David Parmelee who also lives in Morganton.

David Parmelee is a witty man and a brilliant conversationalist. He is a close friend of my daughter and her husband, who are residents of Rockview Lane in Morganton. Not long ago, on a Sunday afternoon, Mr. Parmelee was making some social calls. He attended a cocktail party in the home of some friends and he was due a bit later at the home of my daughter. As he was preparing to leave the cocktail party he noticed a child's water pistol lying in a corner of the hallway. He thought that it would be fun when he got to my daughter's house to greet my young grandsons with a few vigorous bursts from the water pistol. He borrowed it and filled it with water and dropped it into his coat pocket.

So now we have young Mr. David Parmelee strolling blithely along a residential street in Morganton. The sky was cerulean blue, the patches of cirrus clouds were stunning in their beauty, the birds were singing in the trees and it was greenup time. (Good God, boy, take it easy!)

Mr. Parmelee had not a worry in the world as he strolled along, and then a movement in the bushes caught his attention. From the corner of his eye he observed that a small boy was creeping toward him, a boy about six years old. And in his hand this boy had—of all things!—a black water pistol, held at the ready. The boy moved stealthily through the shrubbery, coming always closer to Mr. Parmelee, and Mr. Parmelee pretended not to notice anything amiss. At last the boy arrived at a small open space just a few feet from the sidewalk. He raised his pistol and took aim. And then . . . faster than Wyatt Earp ever did it, Mr. Parmelee whirled and drew and fired. Before that boy could ever pull the trigger a stream of water struck him full in the face. Of all the people in the world who were walking abroad on that particular day, that boy had picked on the one who had a water pistol in his coat pocket. Loaded!

—H. ALLEN SMITH.

• • •

CINDERELLA DESCENDING

(Not to be outdone by Esquire, which some time ago published Tennessee Williams's first comedy, we offer what might very well be Mr. Williams's first fairy tale.—Ed.)

(The curtain rises on a small, barren Southern farmhouse. Stepsister Charity and Stepsister Patience are seated in folding wooden chairs, while at right, Cinderella is in the fireplace, sifting ashes through her fingers. Enter Step Ma.)

STEP MA: Hey, daughters, what a day Ah have had! Stomped out some mixed-straw soda drinkin' that was goin' on at Moulton's Phahmacy, caused that little Tropis girl to be sent home for skippin' rope before the men's bahber shop, and just now Ah got word that a ball is to be held this very night at the Principatos' fancy new home. *Nobody* is goin'.

STEPSISTER CHARITY: They consume beah at the Ladies Auxiliary Social.

STEPSISTER PATIENCE: They kiss with strangahs on New Yeah's Eve.

STEP MA: Whah they have bowls of confections lyin' around loose all ovah the place. Ah hope the dawgs get every last one.

CHARITY: They weah their wuhk socks two days runnin'.

PATIENCE: They write theah kinfolk on tinted post cahds.

CINDERELLA: When ah was small mah Daddy owned a paper weight that

(*Continued on page* 10)

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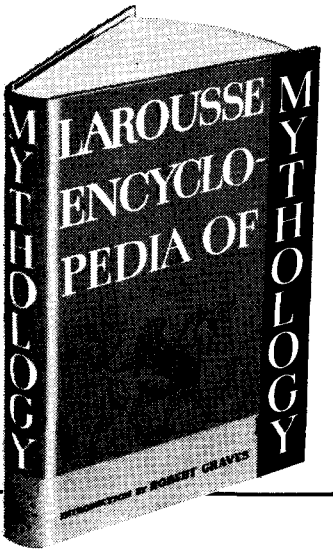

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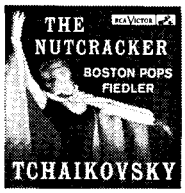

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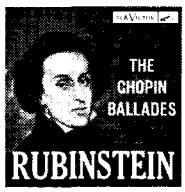

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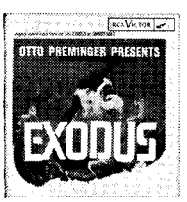

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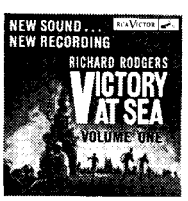

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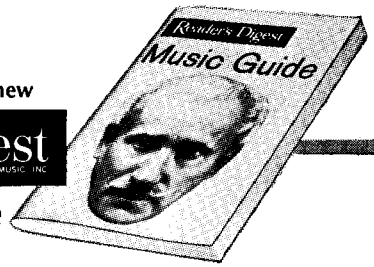

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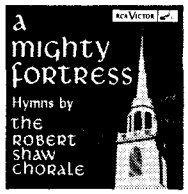

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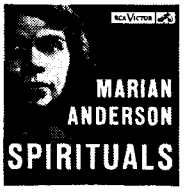

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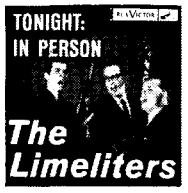

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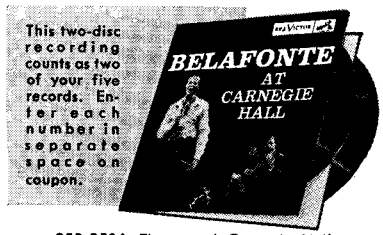
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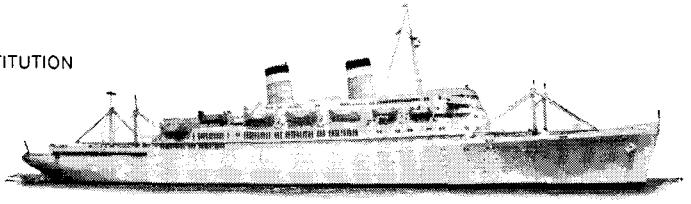

AMERICAN EXPORT LINES

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(*Continued from page* 6)

made snow inside of it whenevah you took it into youah hand and tuhned it upside down. Whah, you simply took it in youah hand, just as though you wah holdin' a potato or a baseball or a ignaceous rock, only you didn' use it for cookin' or playin' or buildin', you simply tuhned it ovah in youah hand and it . . . caused *snow*. Yes, and no mattah what the weathah was out of doors, whah right theah in that paper weight theah was snow. It seemed to me that if a pehson could get inside of that paper weight, and if *anothah* pehson would come by every few minutes and just tip that fuhst pehson upside down inside that paper weight, whah that fuhst pehson would go on forevah floatin' like a flake of snow and nevah meltin' or bein' made into snowballs or bein' shovelled off into the guttah, and Ah would like to be that fuhst pehson.

STEPSISTER CHARITY: They go bathin' in theah skins.

STEPSISTER PATIENCE: They chew gum at the motion pictures.

CINDERELLA: Of cawse it was only *sim*ulated snow, but it was wild and uncorr*up*ted nonetheless.

(*Enter Poppa Principato and his son, Vigoro.*)

POPPA PRINCIPATO: In New Jehsey they have a statute prohibits businesses from stayin' open on Sundays. That is whah Ah left New Jehsey.

VIGORO: Tonight we are givin' a house wahmin' pahty at which Ah hope to end mah search for a feminine companion to stoke the fuhnaces of mah soul.

POPPA: Bein' undahfed is not a comfortable thing, but at mah pahty there will be plenty of food for the stomach, also the wine of the grape.

VIGORO: Ouah name is Principato and has been for fouah centuries and ouah folk were proud people of the vine.

(*Exit the Principatos, as Cinderella watches entranced. Enter Sheriff, followed by fifteen men casually swinging heavy clubs.*)

SHERIFF: Ma'am, a group of us friendly boys have just dropped by to infawm you that we look with disfavah upon the idea of youah little stepchild sittin' ovah theah amongst the ashes all the day, as it ain't customary. Ah trust you will take the mattah undah consideration.

(*Exit Sheriff and fifteen men casually swinging heavy clubs.*)

STEP MA: Heah that, you sooty wretch? Mind, theah ways of dealin' with young girls that spend theah time idlin' in the cindahs. —RICHARD LEMON.

(*To be continued some time or other.*)

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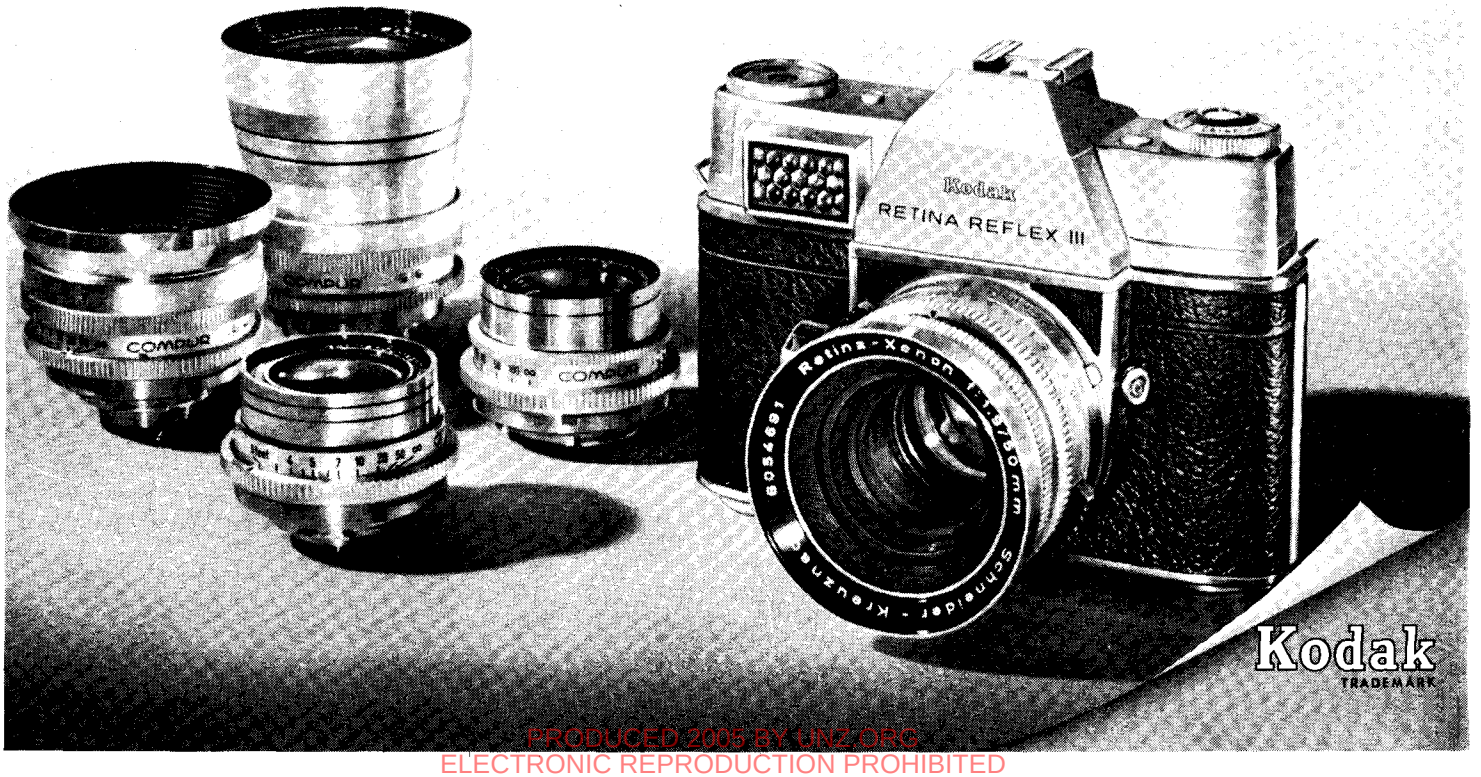

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TRADE Winds

ONE OF THE BRAVEST new movements is the Nuisance Committee, just formed by the Compo Beach Improvement Association, Inc., in Connecticut. The purpose is to make life and the pursuit of happiness pleasanter by doing away with nuisances, such as automobiles, dogs, and aircraft.

"We will pursue offenders relentlessly," said the chairman of the committee. They are going to take legal action against cars without mufflers, against speeders, against honkers, against parkers, against barkers, against litterers, against helicopters—and so on.

In other words, that committee is going to make a real nuisance of itself!

I hope to be able to report to you later how this all worked out, when the speeder was the wife of a committee member racing him to the station; when the honker was a teen-age relative of a committee member; when the noise was another member's lawn being cut by one of those particularly dentist-drilly power mowers; when the dog yapping at 2 a.m. belonged to the neighbor of a committee member. . . .

IN HIS ARTICLE on book reviewing in the 1961 *Writer's Yearbook* Gerald Walker says, "Reviewers are clunks and what's more, sad to say, I can prove it." Here's his test:

In June, 1960, Knopf published a new novel by Harry Brown (author of "A Walk in the Sun") called "The Stars in their Courses." It was a tragic Western with its prose, action, and characters deliberately modeled after the corresponding components of Homer's "Iliad." However, the publisher decided not to mention on the jacket or to publicize in any way the novel's connection with the classic. Walker says that it was easy to recognize that "The Stars in Their Courses" was based on the "Iliad" and that if a reviewer missed the connection, one might ask how come he or she was reviewing books.

Walker went through the Knopf files and read all the reviews that came in from around the country. Fifteen reviewers recognized the "Iliad" parallel. (That includes Gerald Walker in *Cosmopolitan*, or he wouldn't be writing this article.) But a grand total of thirty-nine missed it completely. That includes one paper which printed the book jacket *verbatim* and another reviewer who, unintentional spokesman for the group, wrote: "I don't understand Mr. Brown's intentions."

THE SPELLERS and the nonspellers are doing battle again. Charles D. Reid, a speller, tells me about signs he saw in Utah. Road repairs were being made near Salt Lake City and a sign warned of "Conjested Traffic." This was not far, Dr. Reid goes on, from a plant where they handled "Pastuerized" milk. Then, to make it worse, he went to a concert in the city where the program listed "tinpani."

As for Reno, Nevada, gamblers were confronted with a billboard advertising the merits of a hotel, where one line in foot-high letters proclaimed: "Direct Wire to All Tracts."

WHILE HIS WIFE was perusing yard goods nearby, John S. Bullen of Utah State University was looking through the paperback rack in a department store. Two lady shoppers stopped in

front of the books and one of them picked up a copy of "Wuthering Heights." She put it back and said:

"Emily Brontë. All her books are the same."

HERE'S SOME MORE AMMO for those people who are sick and tired of hearing about Fairfield County, exurbia, commuters, and all that. Last spring the final English exam for seniors at the Thomas School, a lyceum for females in Rowayton, Connecticut, included a question that only a suburbanite daughter could answer.

"What authors might have written the following, had they been Fairfield County commuters?" it asked, giving seven examples of prose and poetry in

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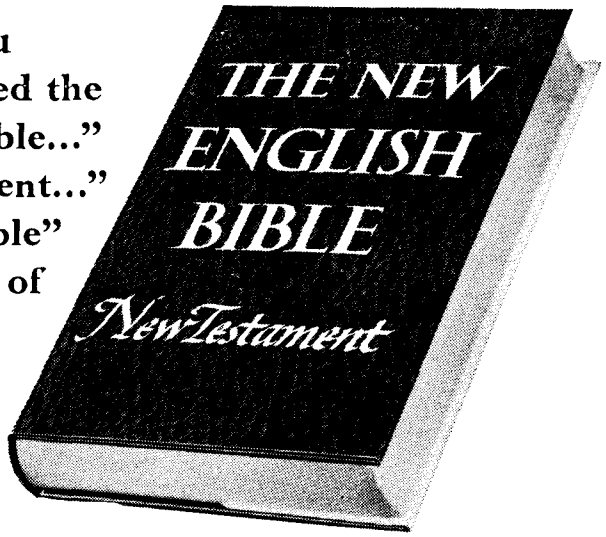

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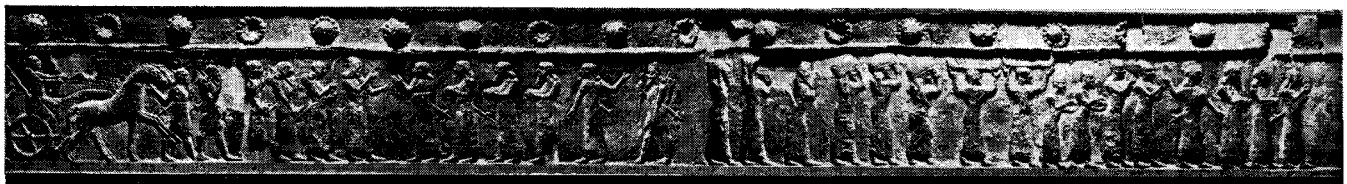

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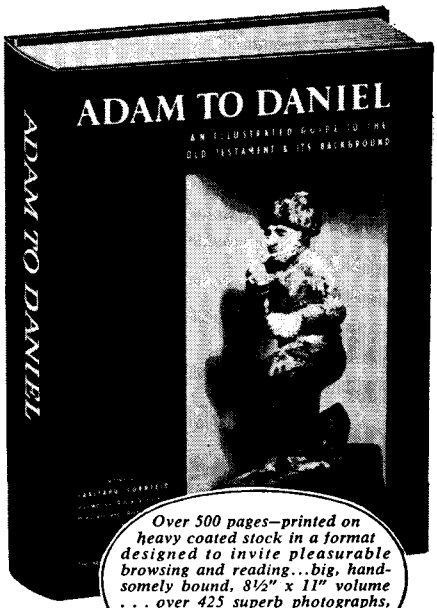

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Model of Queen of Shubad of Ur, with ornaments of gold leaf. 2500 B.C.

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which a commuter's woes were told in the style of Poe, Dickinson, Hemingway, etc. Here was one:

"'Porter!' I could hear the angry voices calling. There was a face in the window. With another face behind it. Over my shoulder. 'Hush up now. Hush that moanin'. They goin' to have that air conditioner on again in a minute. Here, you can hol' my ticket.' Portia gave me her ticket. 'Here Sammy you can hold it till we get there don't you drop it now that's a good Sammy when the man comes down the aisle you can give it to him.' She smelled like gin."

SHARPS AND FLATS: How's your French? Translate the following: *Seaux-je rôle main*. Watch out. It's tricky.

►Reporter China Altman was doing some research on the difference between British and American males. She

found out all sorts of things, mostly by dating representatives of both groups. But, she says, at the end of the evening there remains the big question: Will or will not the guy try to kiss you goodnight? She put the question squarely to an Englishman this way: What if you had been out on a first date with a girl and you had an irresistible impulse to kiss her goodnight; what would you do?

The Englishman replied, "I would resist it!" (Miss Altman did not bother to ask any Americans the question.)

►A mother who had a spat with her little girl tells me that her daughter ran out of the house after leaving a poison pen letter. It said, "Dear Mommy, I hate you. Love, Karen."

—Jerome M. Beatty.

Solution of Last Week's Kingsley Double-Crostic (No. 1433)

Hesketh Pearson:

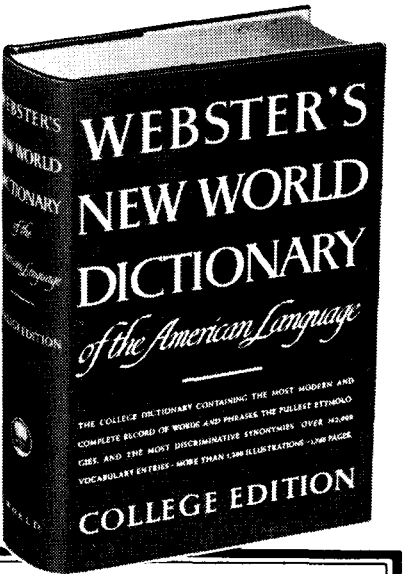
OSCAR WILDE

People who knew him well have described the colour of his eyes as blue, green-yellow, hazel, brown-and-gold, and pretty well every hue except pink, the majority favouring blue flecked with gold, and all agreeing that they were large and luminous.

B

Among other things, B is a Roman numeral for 300; it is also a symbol, in *chemistry*, for boron; in *music*, for the seventh tone or note in the scale of C major, or the second in the scale of A minor; in *physics*, for magnetic induction. In *education*, it is a grade meaning second in quality.

If you look in a *modern* dictionary, you will find all this information and more, directly following the B entry. In today's fast-changing world you can't afford to rely on a Grade B, "second best" dictionary put together many years ago. In a *modern* dictionary *every entry* is freshly defined — with clarity and directness — for the age in which we live. Such a dictionary is full of many surprising, illuminating, and informative things. If you'd like to see a *modern* dictionary at its best, ask any bookseller to show you "the experts' dictionary."



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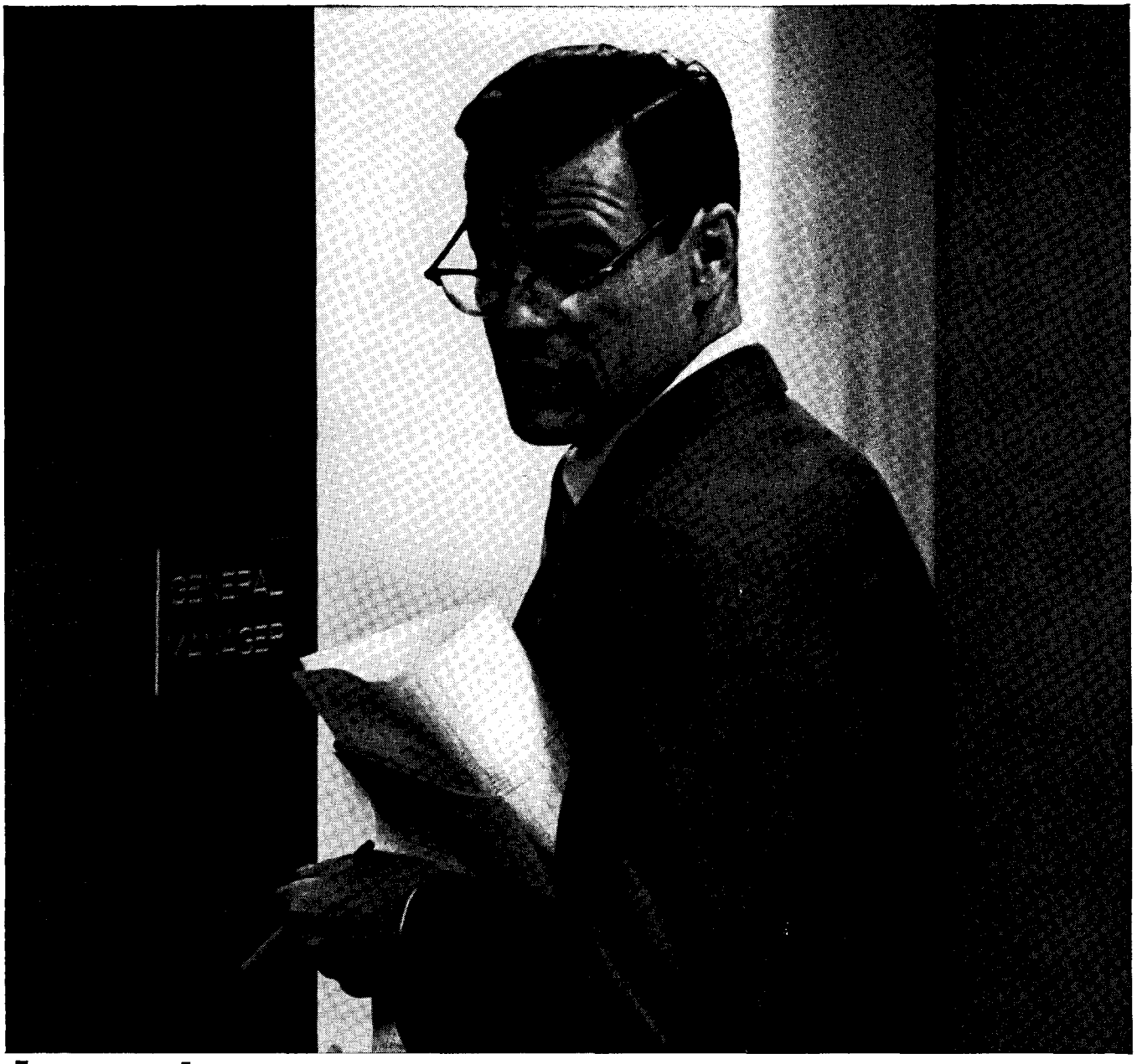

Impostor He calls himself a manager. And he can back his claim with the title on the door and his M.B.A. diploma on the wall. Ask him about mark-ups, inventories or profits, and he'll fire back facts and figures fast. But ask him *more*. Question him about sit-ins, disarmament, corporations' responsibilities to society, the wide and rapidly-moving world in which he lives. He'll argue, "That's not in my job description." But isn't it, really? Mustn't a business manager, worthy of the title, possess more than good business skills? Can he forget the fact that he and his firm are, after all, only in business to satisfy human needs? If so, isn't a manager who forgets *man* an impostor?

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Manner of Speaking

By JOHN CIARDI

RHYME: Driving the family cross-country to Missouri to see Grandfather and Grandmother can get dull and long and games can help. One of the games our minnows have had good times with is Rhymes. They have, by now, pretty much outgrown the simpler versions, but we can still get some mileage out of trying to match such rhymes as *Mephistopheles/with the most awful ease.*

If nothing else our games taught me that rhyme is not necessarily an entirely simple concept, as witness Benn at age three and a half asking, "Does *love* rhyme with *hate*?"

A number of recent (and earlier) letter writers to this column turn out to be not much more subtle than Benn was in their notions of rhyme. In Benn's defense, moreover, let me say he is three years older now, and no longer needs to ask that question. He knows whether or not it is a rhyme. But all he does recognize as rhyme is what must properly be called "syllabic" rhyme. It is worth noting that syllabic rhyme is only one of several possibilities.

Basically, rhyme is important in English simply because it is hard. Many languages—Italian for example—offer hundreds and even thousands of possible rhymes in cases where English offers none or few. *Self, life, love, star, womb,* to take a few examples almost at random, are the words for key concepts in poetry, yet the rhymes for them are generally so few that the pairings quickly become standardized and the rhymes tired. Thus Alexander Pope's dig at poets who jog along

> While they ring round the same unvaried chimes,
> With sure returns of still expected rhymes;
> Where'er you find "the cooling western breeze,"
> In the next line, it "whispers through the trees."
> (An Essay on Criticism, II, 348-351.)

A poet is not required to rhyme, but so long as rhyme is difficult poets will work at it for the pure fun of the difficulty, and so long as they do rhyme, the English pairings will grow more and more familiar.

So long, that is, as one is speaking of only syllabic rhyme. In more recent English and American poetry a number of new ways of rhyming have been tried, and their claims are worth a look.

One well-established way of rhyming, borrowed into English primarily from the French, is *assonance,* the sort of rhyme in which one rhymes simply the stressed vowel sound of the rhyme word, letting the consonants pretty much fall where they may. MacLeish's "Conquistador" is certainly our most ambitious effort at assonantal rhyme.

In general, however, I confess that I am not able to respond richly to assonance in English. Such rhyme is native to French, but I cannot sense that it is native to English. I have no overwhelming argument with assonance: I simply am not drawn to it.

Consonantal rhyme, on the other hand, is an immediate and rich resource and one that can certainly lend new pleasures to English poetry. Consonance is rhyme in which the vowel sound of the rhymed syllable is varied while the consonants, both fore and aft, are kept the same. Some examples of consonantal rhyme are: *run, rain, Rhine, ran, ruin* (as an interesting vowel-to-diphthong variant within the consonance), *strewn, brawn, wren, Irene.* Wilfred Owen has probably made the most systematic use of consonantal rhyme in English.

Consonantal rhyme is no loose matter. The unattuned ear may resist it, but it is certainly as precise and demanding as syllabic rhyme, if not more so, and it has the advantage of making fresh and pleasurable combinations possible to the ear long familiar with the available syllabic rhymes of English.

Inevitably, then, there follows a more relaxed rhyme suggested by some combination of assonance and consonance but not strictly of either. Such rhyme has been called *approximate* or *half-rhyme.* Emily Dickinson abounds in such rhymes and even looser ones, and their use has spread widely among modern poets. Some examples of approximate rhyme are: *fox, backs, exacts;* or *summer, somewhere;* or *witch, scotch, patch.*

The orthodox reader may want to argue that this is not rhyme at all, but why can the poet not argue back that it is at least more rhyme than not-rhyme? Such rhymes do have at least part of a sound in common.

I am not sure, for that matter, but what one could defend a purely phonetic theory of rhyme based on the idea that any words ending in sounds that are pronounced in the same phonetic groupings are in fact rhymes. All gutteral sounds, for example, are made by basically the same speech muscles

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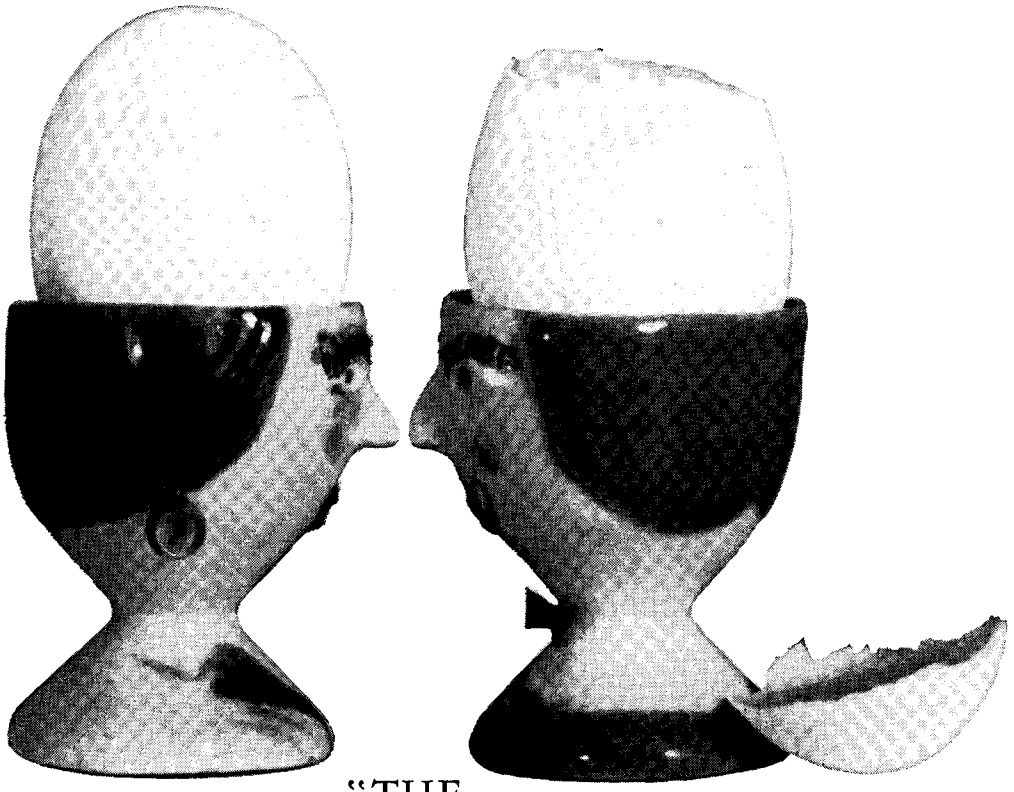

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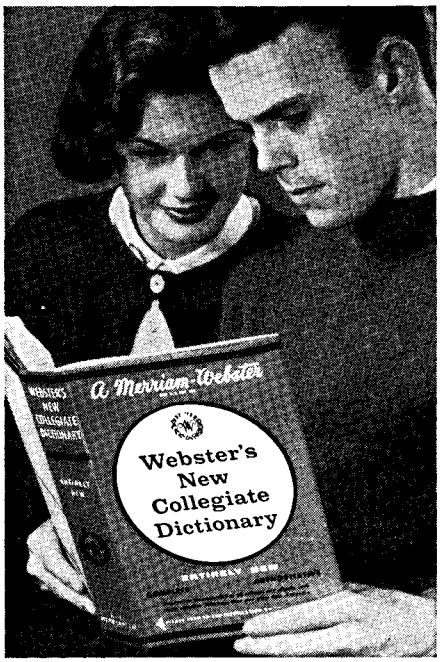

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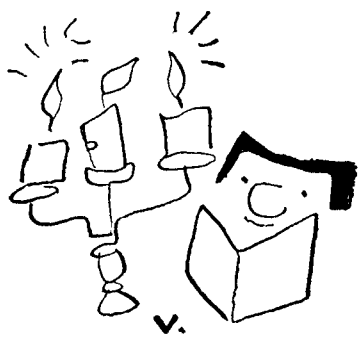
and are physically related, as are all sounds made off the teeth, off the lips, off the roof of the mouth, etc. One could rhyme by the mouth areas in which terminal sounds are made.

It is not, of course, theory that matters but the ear of the poet. Poets are word-sensitive men. Nor do the good poets try to dodge out by short cuts. When they experiment with rhyme they do so in answer to a demand from within themselves. When enough of them have been satisfied by the results of such experiments, the audience will eventually learn to respond to that new satisfaction and to find the poet's pleasure in it. What one was taught (and only half understood at that) by a teacher who did not know more than so much about such matters, is not necessarily a limit to poetic possibility.

One fascinating possibility that has not, to my knowledge, been explored thoroughly is a structure of rhyme-chords based on alternating syllabic and consonantal rhymes, thus: *rant-runt-punt-pint-point-joint-jaunt-haunt-hint,* etc. A series of such structures seems, in theory at least, a natural and engaging rhyme chord for a complex stanza form, one such chord to a stanza. But, though I have played with the theory for some time, I have never been able to apply it in any satisfactory way. Perhaps it is too elaborate a stunt, though I do not see why. All I can really report is that I like the theory but that it has not worked for me.

Certainly it seems to be a basic fact of English poetry that elaborate rhyme-stunts hurt serious poetry and are best confined to light verse. A serious poem can stand only very limited amounts of cleverness; its food is something heavier than that.

It can in fact do very well without any rhyme at all. But if one does rhyme, he must never look away from one basic rule: it is not the last words that must rhyme but the whole lines. The rhyme words must fall in place in the inevitable flow of idiom and be firmly locked into the structure of their total lines. Lunge for that rhyme word and then lead the line limpingly to it, and all is lost. *Lost* rhymes with *cost*—which is to say no poet can afford it.



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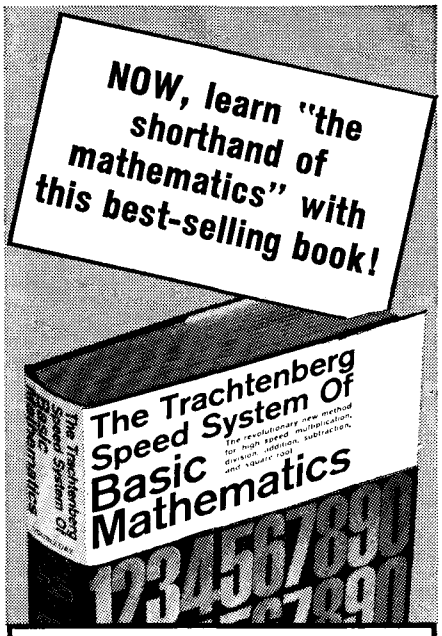
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SATURDAY REVIEW

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Chess Corner–No. 59

THROUGH its long history, the game of chess has compiled a rich body of lore and legend. Herewith, a sampling from Chernev's "Curious Chess Facts":

►The number of possible ways of playing the first ten moves on each side in a game of chess is 169,518,829,100,544,000,000,000,000–thirty digits in all.

►A world record was set by Moreau, who participated in the Monte Carlo Tournament of 1903. He compiled a score of 0-26.

►Under the title "Advice to Spectators at Chess Tournaments" is a book in German that is completely blank, except for one page with the words *"Halts Maul"* (keep quiet).

►The "opening of the future," as Tartakover designates the Reti-Zukertort Opening, was played by Napoleon Bonaparte in 1804.

►The first historical document touching upon chess is an inscription on a tablet in a pyramid at Gizeh, dating back to 3000 B.C.

►Dr. Reuben Fine and Isaac Kashdan were officers in the Mexican army. They were given these honorary titles to facilitate travel in Mexico during a tournament there.

►World champion Steinitz was once arrested as a spy. Police authorities assumed that the moves made by him in playing correspondence games with Tchigorin were part of a code by means of which war secrets could be communicated.

►The first book on chess was published in 1472 under the title of *"Dass Goldin Spil"* in the city of Augsberg.

►Ruy Lopez recommended as good chess tactics the placing of the board so that the light would shine in the opponent's eyes.

►The first player and writer on chess in America was Benjamin Franklin.

►Harry Nelson Pillsbury, one of America's chess giants, was put to a unique test. He memorized thirty words that were read to him once by Dr. Threlkeld-Edwards of Bethlehem and Professor Merriman of Lehigh University. He repeated them in the order given and then in reverse order. And the following day, he repeated them again. The words: antiphlogistine, periosteum, takadiastase, plasmon, ambrosia, Threlkeld, streptococcus, staphyloccus, micrococcus, plasmodium, Mississippi, Freiheit, Philadelphia, Cincinnati, athletics, no war, Etchenberg, American, Russian, philosophy, Piet Pogelter's Rost, Salamagundi, Oomisillecootsi, Bangmamvate, Schlechter's Nek, Manzinyama, theosophy, catechism, Madjesoomalops.

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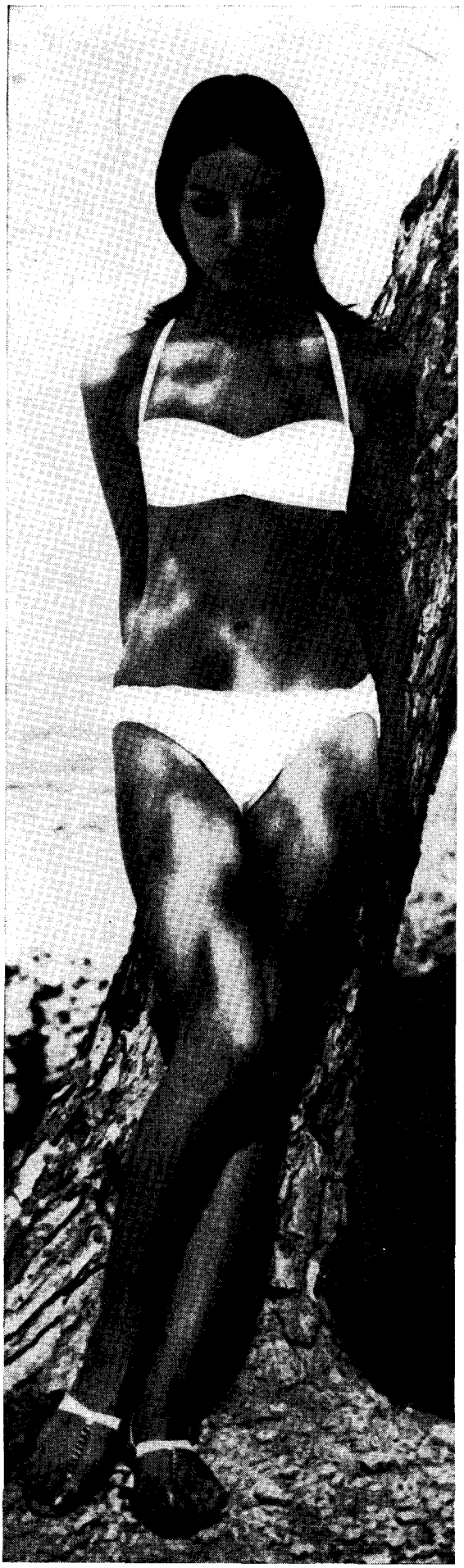

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Saturday Review
SEPTEMBER 16, 1961

HAVE WE OUTGROWN GOD?

By ROLAND B. GITTELSOHN, *rabbi of Temple Israel in Boston. This article was adapted by Rabbi Gittelsohn from his book "Man's Best Hope," scheduled to be published next month by Random House.*

CONSCIENTIOUS religious leaders in America today are worried over an apparently inexplicable paradox.

On the face of it, there would appear to be every reason for them to rejoice. All the barometers of religious zeal seem to be rising. The proportion of our population affiliated with either synagogue or church rose in the century ending with 1958 from 20 per cent to 63 per cent. In a span of twenty years at Princeton University—typical in this respect of most college campuses—the number of students enrolled in undergraduate courses on religion grew from 21 to 700. Everywhere the evidence seems to mount that religion is coming into its own in the United States, that our civilization is strengthening its spiritual roots and our citizens are increasingly concerned with matters of ultimate destiny.

Why, then, the paradox and worry? They spring from the fact that other curves are rising in direct proportion to that of religious affiliation. No one alert to reality can doubt that we suffer today from much more mental illness and emotional distress than our fathers did. Our divorce rates increase frighteningly despite the allegation that "families that pray together stay together." The incidence of both juvenile delinquency and adult crime is alarming. Many of those who are conspicuously identified with organized religion exhibit something less than a commendable ethic in their business or professional careers.

Some years ago the studies of Hartshorne and May, among others, demonstrated convincingly that standards of personal ethics were certainly no higher among the religiously affiliated than among the unaffiliated. More recently Gordon Allport, the Harvard psychologist, has summarized the findings of several independent and reliable studies: ". . . many investigations show that, on the average, churchgoers and professedly religious people have considerably more prejudice than do nonchurchgoers and nonbelievers." In the area of ethical improvement, no less than that of personal happiness, there is a gap between promise and performance that leaves no room for the kind of complacency which our statistics of membership might otherwise induce.

Here, then, is the disquieting paradox we cannot escape: on the one hand, heartening evidence that more and more Americans are formally associating themselves with the agencies of religion; on the other, appalling reason to fear that the ideal goals of religion may be farther from our grasp than ever.

How can we explain such a contradiction? It would be grossly unfair to place the entire blame on religion. Surely a part at least of the paradox is explicable on the basis of our very human imperfection. Man's appetite for moral goodness has always exceeded his digestive capacity. At his present stage of development no religion, however appropriate or mature, can reasonably be expected to transform him into an angel.

Another part of the answer inheres in the pressures and strains of a civilization that is sometimes too much for us. As I write these lines on the porch of a lakefront cottage in New Hampshire, a jet plane flying beyond the reach of vision breaks the sound barrier. Our little fox terrier is terrified by the echo that booms back and forth across the lake. His nervous structure, adequate to carry him through most situations he must face, was neither meant nor prepared for the effects of speed faster than sound. My nervous system is not entirely different from his. Though my fright a moment ago was less than his, there are tensions caused by the achievements and possibilities of modern science for which I too am unprepared. No attempt to understand the malaise of our time will succeed even partially unless it takes this into account.

BUT when these and many other valid explanations have all been placed on the record, a large share of culpability remains for religion. The plain, palpable fact is that most of us today are operating with religious concepts that are tired and outworn. We mouth familiar words, at times convincing ourselves that we understand and mean them, but their relevance to the issues and problems we face is more often than not obscure.

The trouble is that we have been using a vocabulary and a conceptual framework that are threadbare when it comes to expressing ideas that are eternal. In all areas of human experience except religion, our thinking is considerably more appropriate. We no longer think or speak about thunder and lightning as people did ten or five or even two thousand years ago. Thunder and lightning operate today exactly as they did then. But where they were once believed to be manifestations of divine anger, today, because we understand their natural causes, we are able to speak and act accordingly. If we still based our research and conduct in connection with thunder and

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lightning on our remote forefathers' concepts, we would be dealing with something very real and consequential in the universe, but in a manner altogether divorced from today's knowledge, and hence irrelevant to reality.

We would, moreover, be subjecting ourselves to needless danger and harm. It was once believed that the most effective way of protecting a community from lightning was to ring the church bells in the midst of a storm. Such conduct did nothing to protect the community, though, to be sure, it increased the risk for the one person delegated to climb the church tower, there to tug at the bell cord. We must not be too harsh toward those who behaved so foolishly at a time when man's knowledge of his universe was still severely limited. But we cannot be so forgiving toward those who, with today's knowledge available to them, still hope to combat storms with bells.

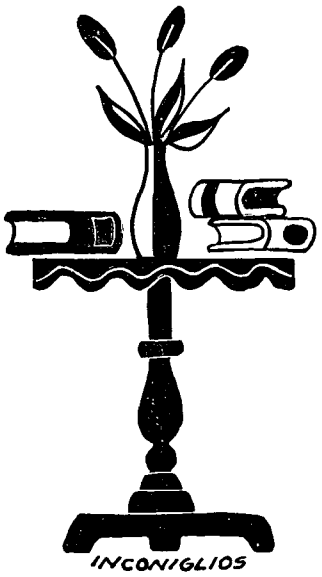
THERE are two unfortunate consequences of our failure to follow in religion the wisdom we apply so generally elsewhere. One is that some of the brightest and keenest minds among us, failing to perceive the relevance of contemporary religious expression to reality, have discarded religion altogether. The other and no less lamentable result is that even those who retain a formal affiliation with religion find their professions of faith more and more divorced from life itself. It is this, I believe, more than anything else, that accounts for the deplorable paradox with which we began, the strange anomaly of increasing signs of religious "success" and decreasing evidence that religion really matters very much to most of us. The only cure I can see for these maladies is a bold, even if to some people disturbing, effort to explore the changes we must make in our ancestors' concepts of God if we are to express in a new idiom the same fundamental truths for which they were groping.

Faith, by its very nature and definition, cannot be limited to the provable or the proven. But neither can it ask modern man to believe that which science has convincingly demonstrated to be impossible. What, then, are some of the changes we must effect in our understanding of God in order to embrace a religion requiring no abdication of either intelligence or reason?

1. Our ancestors believed that God was a Cosmic Person. On their level of sophistication and knowledge they had to believe that. The only kind of order and purpose with which they were immediately acquainted was human order and purpose. Therefore, when they sensed these traits in the world of nature, they attributed them to the same sort of personality they knew in themselves. We have progressed beyond that point. The purposeful order we perceive in nature, the exciting though sometimes excruciating develoopment from protozoan to man, the principle of organization that permeates and unifies every manifestation of existence from the remotest galaxy to the minutest cell within our bodies —all this we should now be able to conceive as Energy or Power or Force or Intelligence rather than Person.

2. Our ancestors conceived God as being supernatural, as existing beyond and independent of nature, acting upon it from outside. I find it necessary to think of God as operating within and through nature, infusing it from beginning to end rather than activating it from without. The difference is crucial. Fire that is being used to bake a loaf of bread is an external force applied from outside. Yeast, mixed with the dough itself, is an inner force, causing the loaf to rise. I mean no irreverence or heresy when I suggest that God is the yeast of the universe.

3. Our ancestors thought that God could intervene at will in the orderly processes of nature, that he could perform miracles. We today are likely to find God precisely in the fact that nature's rules and laws cannot be suspended. In discussing with the boys and girls of my confirmation classes whether God can interrupt or suspend his own laws, I often ask: Which way makes God seem more wonderful? Which alternative would strengthen your belief in him? Though at first it seems to many of them that a God who could perform miracles would be more powerful than one who cannot, my hope is to help them understand that the opposite is true. If God could change the past or abrogate the law of gravity or cause it to rain in the absence of clouds, I could no longer believe in God because the principle of organization and causality and integration which men have perceived in nature would no longer be there. I believe in a God of order, not one of caprice or whim. I subscribe to Albert Einstein's statement that "God does not play dice." I believe that for God to have created the universe at its inception, to have sustained and evolved it through all the millenia since, is a miracle of incomparably greater proportion than had he in fact divided the Red Sea or sent manna from heaven in the wilderness.



Here, then, is the threefold context for a concept of God that is viable for modern man. God is not a person. He is not supernatural. He is not a cosmic magician.

IS HE still God? Many will say no. To change the adjectives describing God means for them altogether to surrender God. They apparently forget that man's capacity to comprehend a tiny fringe of the ultimate has always changed and grown. The very concepts to which the more conservative among us today cling so desperately were once innovations, bitterly resented and resisted.

Only a fleeting glance at the past will suffice to indicate how true this is. Men once believed—men who were advanced, intelligent, sophisticated for their time—that every rock or tree housed a godlike spirit within it. It was a substantial shock for such men to be told somewhere along the line that the houses they had built for God were too small for him. Other generations of men believed with equal fervor that idols were gods. When Abraham smashed the idols in his father's shop to demonstrate how false and shabby this concept was, we may be sure his temerity met with something less than enthusiastic acceptance. In a more recent moment of time there were those who were positive that the sun was God. They too were at best reluctant to relinquish so precious a tenet of faith. At each level of advancement in man's restless search to understand the meaning of the universe and of his own life, the innovators were accused of being godless. We must be prepared to face the same charge.

If men were all equally intelligent or if their ability to assimilate new experience and thought were the same, religious progress could be measured in neat and comfortable compartments. Obviously, however, this is not so. The result is tension and strain between those who are restless to press forward toward the future and those who

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are reluctant to depart from the past. Hence the controversy in every age between conservatives and liberals even within the same religious tradition. Hence the suspicion and fear with which the majority in each age looks upon the spiritual innovations of the minority. Religious change—like any other important kind of change—is always initiated by the few and resisted by the many.

Yet such change is inevitable. Earlier generations had to reinterpret their notions of God at a slower pace, to keep up with their slowly expanding knowledge. We live at a time when knowledge is increasing with frightening rapidity. It has been estimated that our knowledge of the universe may now be expected to double in each period of fifteen years. We must therefore rethink our ideas of God in a context that includes at once the biological discoveries of Darwin, the physical insights of Einstein, the psychological imperatives of Freud, and who knows what new comprehension tomorrow?

This need not mean that we have outgrown God or are abandoning him. Quite the contrary: it is those who insist on constraining God within a conceptual framework that is rapidly becoming meaningless whom history will adjudge as abandoning him. When our ancestors proclaimed their belief in God, they were insisting in the most powerful terms they knew that life is not a meaningless coincidence, that man is a purposeful part of a cosmic plan, that truth, beauty, and moral goodness are inherent in that plan, that man can himself contribute as a partner of divinity to the unfolding of that plan, that whatever is spiritually best in us is an essential aspect of the universe and a direction of cosmic development.

We have more reason than they to believe that all this is abidingly true. But if we persist in expressing it in their terms rather than our own, in language appropriate to their understanding, not ours, our faith—however urgently felt or eloquently articulated—becomes irrelevant to the compelling realities of everyday experience. This is why a generation that shows so many outward signs of religious revival can at the same time exhibit such appalling evidence of immorality. It is not God whom we have outgrown, but a concept of God that was geared to an intellectual milieu long since left behind us.

The foregoing raises many more questions than it has answered. In the light of our newer interpretation of God, how can we explain human suffering, especially when at times it comes excessively to those who seem to strive most mightily for ethical improvement? What role is there, if any, for prayer? What, if anything, survives our death? No religion will endure if it fails to offer its adherents reasonable replies to such questions as these. No religion will for long be tenable if it fails to fulfill—in our terms and on the level of our needs—the purposes religion has served in the past: to explain the meaning of the universe and of life; to fortify us as we confront life's inevitable tragedies; and, most important of all, to spur us on to higher levels of ethical aspiration and attainment than we could otherwise reach.

These questions and purposes must be uppermost in our minds as we proceed boldly to examine the religious assumptions of the past in the light of our present knowledge. We must root out any which, in the light of what we now know, are no longer tenable. We must rethink and rephrase those that are still valid, expressing them in language that will make them immediately relevant to our daily needs. Spiritually no less than physically, the lightning rod must replace the ringing of bells.

All this will require courage on our part, considerable courage. It will invite rude attack from those who have made so extensive an emotional investment in the old that they cannot risk involvement with the new. Yet this is probably the most urgent responsibility we face.

The Relevance of Religion
A Miscellany of Comment by Noted Writers

If at some period in the course of civilization we seriously find that our science and our religion are antagonistic, then there must be something wrong either with our science or with our religion.

—Havelock Ellis.

A little philosophy inclineth man's mind to atheism, but depth in philosophy bringeth men's minds about to religion.

—Francis Bacon.

Religion, blushing, veils her sacred fires,
And unawares Morality expires.

—Alexander Pope.

If there were truth independent of the currents of being, there could be no history of truths. If there were one single eternally right religion, religious history would be an inconceivable idea. . . . Not that "eternal truths" do not exist. Every man possesses them—plenty of them—to the extent that he exists and exercises the understanding faculty in a world of thoughts. . . . Nothing in this disposition can become displaced, he believes. But in reality it is just *one* surge of life that is lifting his waking self and its world together.

—Oswald Spengler.

If there were no God, it would be necessary to invent him.

—Voltaire.

Religion is a great force—the only real motive force in the world; but what you fellows don't understand is that you must get at a man through his own religion and not through yours.

—George Bernard Shaw.

The world is my country, all mankind are my brethren, to do good is my religion.

—Thomas Paine.

I won't take my religion from any man who never works except with his mouth and never cherishes any memory except the face of the woman on the American silver dollar.

—Carl Sandburg.

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Sisters, Sons, and Lovers

By Granville Hicks

ON THE jacket of **"Franny and Zooey"** (Little, Brown, $4) J. D. Salinger makes a brief statement, one of the few comments he has been willing to offer on his work. (Almost anyone else would have included such a statement in the body of the book and called it a preface.) "Both stories," he says, "are early, critical entries in a narrative series I'm doing about a family of settlers in twentieth-century New York, the Glasses. It is a long-term project, patently an ambitious one, and there is a real-enough danger, I suppose, that sooner or later I'll bog down, perhaps disappear entirely, in my own methods, locutions, and mannerisms. On the whole, though, I'm very hopeful. I love working on these Glass stories, I've been waiting for them most of my life, and I think I have fairly decent, monomaniacal plans to finish them with due care and all-available skill."

The devoted reader of Salinger — and he has many—knows that he has long had a concern for family relationships. In several stories that appeared in magazines in the middle Forties and have never been collected he wrote about the Caulfield family, with strong emphasis on the feeling of brother for brother. Later he reshaped the family to suit his purposes in "The Catcher in the Rye," but familial love remained central: Holden Caulfield's devotion to his sister Phoebe and his continuing grief over his brother Allie's death.

In 1948, three years before the publication of "The Catcher in the Rye," he had introduced Seymour Glass, and killed him off, in "A Perfect Day for Bananafish." We now know that he had caught only a glimpse of Seymour, but the Glass family was already beginning to take shape in his mind, for within the next couple of years he presented one of Seymour's sisters in "Down at the Dinghy" and told something about a brother in "Uncle Wiggily in Connecticut."

Since 1953 he has devoted himself entirely to the Glasses, and the result of his devotion has been four stories in the *New Yorker*. Two of the stories, the second and the fourth, have Seymour as their center. The other two, which obviously belong together, are published in the present volume.

"Franny" is a longish story, but short compared to "Zooey," and conventional in form. It is a portrait of a troubled girl, Franny, youngest of the Glasses, a college senior, visiting her young man, Lane Coutell, for a football weekend. When the story appeared in the *New Yorker* (Jan. 29, 1955) many readers concluded that Franny was troubled because she was pregnant, but her crisis, as "Zooey" makes perfectly clear, is spiritual. She is dissatisfied with her young man, with her college teachers, with the theatrical career she has proposed to adopt, and above all with herself. She longs to be freed from the self, and she is still seeking for deliverance when the story ends.

"Zooey" is more complicated. An older brother of Franny and Zooey, Buddy Glass, whom Salinger describes as "my alter-ego and collaborator," steps forward as narrator and then drops back into the third person. The time is the Monday after the Saturday on which Franny had her disastrous date with Lane Coutell. She has come home in desperation to the family apartment in New York City, and the heart of the story is what Zooey, a television actor, her elder by five years, does to help her solve her problem.

WE begin with Zooey in the bathtub, reading a long letter that Buddy had written him some years earlier, a letter in which Buddy tells why and how he and Seymour had tried to introduce Zooey and Franny to the spiritual wisdom of the ages. Zooey's mother, a former vaudeville actress, then engages him in a long conversation on what is wrong with Franny. He talks with Franny, but he does not touch her misery. Later, however, over the telephone, he reminds her of something Seymour had said to them both, and this brings her peace.

Salinger's eye and ear are magnificent. His description of Lane Coutell and the other students waiting for the train on which their dates are arriving, the account of the restaurant in which Lane and Franny have their unhappy lunch, the catalogue of the contents of the cabinet in the Glass family's bathroom, and the portrait of the living room, all are superb. And the dialogue is perfect, from Lane's stilted observations on Flaubert to Mrs. Glass's outpourings. On the home grounds, so to speak, no one is better than Salinger.

But although he is wonderfully aware of surfaces, they are not what really interests him. He is beyond everything else a seeker after the good life. Some critics have charged him with priggishness, and have said that he always has to put his heroes and heroines in the right. This is manifestly untrue. He dares to create characters who have virtue as their goal, but both Franny and Zooey are agonizingly conscious of their shortcomings, and both have a horror of self-righteousness.

One cannot begin to come to terms with Salinger without granting that his central concern is religious. His religion is his own, and not only agnostics like myself but the orthodox of whatever faith may find it strange, but there

it is. The experience of the hero of "De Daumier-Smith's Blue Period" when he looks into the drugstore window is an example of the sort of thing Salinger is working with. There is a series of incidents in "The Catcher in the Rye," particularly Holden's watching Phoebe on the carousel, that border on the mystical. And Seymour's parable of the Fat Lady, as repeated and interpreted by Zooey to Franny, resolves Franny's problem because of the vision it brings her. I cannot say much about the nature of Salinger's mysticism, but it clearly involves participation in the world rather than withdrawal from it. But one participates on one's own terms, through what one can do best.

Salinger is completely serious about all this, and I think that is one reason why he wants to be connected with the world only as a writer. "It is my rather subversive opinion," he says in his statement, "that a writer's feelings of anonymity-obscurity are the second-most valuable property on loan to him during his working years." His shrinking from publicity has, ironically, turned into a source of publicity, which says something about the nature of our society. There is a danger, as he recognizes, that he may become self-conscious and his work become mannered, and the reality of that danger is apparent to me in his fourth Glass family story, "Seymour: An Introduction." However that may be—and I hope for the best—in "Franny and Zooey" he is at the top of his form.

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PERSONAL HISTORY

Betrayal of the Peon

"The Children of Sánchez: Autobiography of a Mexican Family," by Oscar Lewis *(Random House. 499 pp. $7.50), continues the study of the culture of poverty begun in "Five Families," this time in the subjects' own words captured by a tape recorder. Carleton Beals's latest book is "House in Mexico."*

By Carleton Beals

ANTHROPOLOGIST Oscar Lewis presents the intimate life stories, taken on tape, of the five adult members of the "Sánchez" family, whose home is a one-room "apartment" in an enormous poverty-eaten *vecindad* (dwelling neighborhood) of Mexico City. The father, Jesús Sánchez, from a Vera Cruz village, was born "in one room, like the one I live in today. We all slept there, each in his little bed made of boards and boxes."

From the first sentence this gripping, intermeshed tale mounts in intensity. The book has a Dostoevskian range with its agonizing despair, bitter-sweet struggles, and noble dreams, a Kafkan glory and terror. Even the brutality commands compassion, for it is so comprehensible. One is caught up anxiously in the tribulations and irrepressible gaiety of these damaged souls, their eager hopes, their occasional triumphs, their inevitable defeats. One suffers with them their vast personal loneliness in their cramped quarters.

Here in this one windowless room, housing as many as fifteen people, occur naked birth, the brawling of children, bloody fights, copulation, sickness, the death of loved ones. The single birthday candle is blown out on the little cake. Consuelo, in a moment of rejection, tears her father's picture out of the frame she has given him, and stamps it to bits on the floor—an act that lacerates the hearts of both of them. The birds fly out, seeking the rain and stars, and they hop back whimpering, feathers soiled, wings broken. The whole picture is sordid yet achingly beautiful.

These people are the real Mexico. Sixty per cent of all Mexican families live in one room; 85 per cent have no more than two rooms. The hordes of tourists—*turismo* is Mexico's largest single industry—who mostly enjoy luxurious central hotels and restaurants learn little or nothing of the Sánchez people. Except geographically, the "gringos" have not been to Mexico at all. Our diplomatic representatives (there are now 5,000 embassy employees) shuttle between their offices and apartments and the Country Club, or flit down to the Cuernavaca Eden. They are accredited to the élite, and never know Mexico. They are accredited to the "revolutionary" government, which, as Lewis mildly suggests in his brief, penetrating preface, has not wholly fulfilled its obligations to the people. In the last ten years, *pari passu* with the inrush of U.S. dollars and industrialization, the plight of the Mexican people has worsened. The real "heroes" of Mexican progress are the Sánchezes.

The Sánchez family recognize this betrayal without self-pity, though they search their souls to determine their own degree of blame for mistakes.

—*Hastings House.*

Head, by Isidoro Ocampo.

Mostly they are fiercely individualistic, fighting valiantly against injustice and dark fate, rarely discouraged, largely content to survive if they can get an occasional break. They have no faith in Mexicans, in Mexican justice, or their government, for they know at firsthand the corruption and brutality of officials and police—leeches on the poor. Teenage Roberto, arrested for killing pigeons in Chapultepec park with a sling-shot, was tortured fiendishly day after day and spent seven months in prison without trial until his father, at the price of a third of his year's wages, was able to buy him out. Later, as a soldier, Roberto himself takes bribes during the hoof-and-mouth-disease slaughter of cattle, and deserts to escape punishment.

Mostly they admire the United States (Manuel actually worked here briefly as an itinerant farm hand, and thought it near paradise). The elder Sánchez has heard that Russia is better; he'd like to be able to go there and see for himself, but clearly he does not believe the underprivileged get much of a chance anywhere. "Unless things improve," the author observes, "we may expect social upheavals sooner or later."

Mr. Lewis's biographical approach was used, perhaps for the first time, in that fine group study of Southern poverty, "These Are Our Lives," sponsored in 1939 by the University of North Carolina. Here tape-recording adds intimacy and insistence. However, a million miles of tape would be worthless without the warmth and wisdom behind this orchestration of science, human beings, psychology, and literary talent. Lewis paid the subjects nothing; it was because of his sympathy and understanding that they became close friends, told him their stories, and came "clean" about their sexual habits, their gang fights and thefts, their inevitable cruelties, and their loyalties—so much stronger than any momentary betrayals—and, above all, their loneliness and insatiable hunger for affection. To get behind the sharp-toothed wariness of these people reveals a talent of considerable proportions. Yet even tough *macho* (he-man) Manuel confesses that he would like to "sing the poetry of life," to be able to tell of "the beauty among all the evils I have experienced . . . great emotions, sublime love. . . ."

Though much of the narration is in beatnik slang and criminal jargon, with the most vulgar words about copulation,

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masturbation, bowel evacuation, for the most part the Latin morphology and vocabulary provide these humblest with speech that is sonorous and stately, having far-reaching religious and philosophical connotations. Like others, they have even picked up glib psychiatric phrases from television and the radio.

The Manuel story, "perhaps more than the others . . . ," Lewis remarks, "loses a great deal in transcription . . . because he is a born actor with a great gift for nuance, timing, and intonation," a trait that cannot be rendered in the written version. But if Lewis had to forego the novelist's descriptive annotations, how vividly the locale, the dress and the physiques of the protagonists have emerged. Even more amazing is the unleashed stream of consciousness—here more profound than any fictional artifices.

One puts down "The Children of Sánchez" with a sense of having witnessed the gamut of Dante—all the eternal tortures of the human soul found in all races and societies.

The Heart vs. the Head

"A Matter of Life and Death," by Virgilia Peterson *(Atheneum. 334 pp. $5), is the candid autobiography of a writer, lecturer, and television commentator. Sydney J. Harris is a syndicated newspaper columnist whose latest collection of essays, "Last Things First," has just been published by Houghton Mifflin.*

By Sydney J. Harris

AUTOBIOGRAPHY is the most beguiling, most treacherous, most difficult, and most elusive of all literary forms. Great writers have failed at it, where lesser have succeeded. Intelligence does not matter, nor character, nor even talent for other literary forms. To write about one's life interestingly and meaningfully is, as Shaw remarked in another connection, either easy or impossible—easy for a few rare souls, impossible for the rest.

Besides, as distinct from mere reminiscences, there are only three justifications for autobiography: confession, contrition, or conversion. There must be something important to confess, as in the case of Rousseau; something serious to repent, as in the case of St. Augustine, or something fundamental to embrace, as in the case of Chesterton.

On any of these counts, "A Matter of Life and Death" is an embarrassing failure as a book. Miss Peterson's life has not been particularly momentous; her insight into her past is flawed with the emotional astigmatism of self-pity, and at the end of her transcribed journey she has no body of beliefs that make the trip through her tortured psyche worth while.

There is a sad irony in this. Because of the excruciating tension and friction between the author and her mother Miss Peterson is naturally partial toward the memory of her father, who was what they called in those days an "alienist." He was a violently anti-Freudian alienist, and while Miss Peterson takes advantage of many Freudian tools, she is not willing to apply any of them to herself.

As a result, her book has an oddly old-fashioned flavor. She is hurt and puzzled that she has been "hated by women"—by her mother, her sister, her best friend, her three mothers-in-law. But she does not really know why, and protests that her feelings toward women are the friendliest. What good is "frankness" in admitting women's hostility toward her if she is unaware of the dynamics of her own personality that precipitate such a reaction?

—*Roy Stevens.*

Virgilia Peterson—"flashes of genuine perception."

Life to Miss Peterson is a series of shames and betrayals, brief triumphs and incomprehensible disasters, strange reversals of relationships, and archaic conflicts between what she persists in calling "the heart" and "the head." Even the Victorians were more psychologically sophisticated than that.

As an autobiography, then, "A Matter of Life and Death" is a failure, despite the impressive roster of recommendations on the jacket. It has some nice writing, a few flashes of genuine perception, and unquestioned sincerity of tone. But if it was written to exorcise her mother's influence, or to achieve a posthumous reconciliation, these ends have not been accomplished. The book will simply discomfit the living without placating the dead; and even if it was written for therapeutic rather than for literary reasons, its homeopathic qualities have not rid the author of her girlhood traumas that stand in the way of her womanhood.

Miss Peterson was born in New York (date unrevealed—a curious omission in a book of this sort), attended Vassar and the University of Grenoble, has been married three times, once to a Polish nobleman, has written a bad novel, done a few translations, lectured all over the country on her experiences in Poland, has moderated a superior television program, and is a prolific reviewer of books.

Except for the Polish incident, her external life has been fairly ordinary, conventional (although she seems to think otherwise), and lacking in experiences that either strengthen or sharpen a personality. She was born to an upper-middle-class family, is wistfully fond of her late father, is filled with rage against her late mother (to whom the book is supposedly written), and feels "betrayed" (one of her favorite words) both by her sister and her "best friend."

Well, the bare bones of most lives might seem just as banal. What about the interior life of Miss Peterson? What about her intellectual development, her emotional depth, her spiritual grasp? After all, even in "the cauldron of unholy joys" in Carthage, what is important in St. Augustine's confessions is his treatment and understanding of his experiences, not the experiences themselves.

Alas, it must be said that "A Matter of Life and Death" shows us a person who is almost a total stranger to her own unconscious. Miss Peterson is "frank" and "revealing"—but what she has to reveal are commonplace misadventures, brought on in nearly every case by lack of self-knowledge and the author's woeful incapacity to understand persons who are unlike her.

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Papers and Politics

"Citizen Hearst," by W. A. Swanberg *(Scribners. 527 pp. $7.50), examines closely the long life of the press lord who was loved or hated by many, but to whom few were indifferent. L. L. L. Golden, a former newspaperman, often comments on journalism and politics.*

By L. L. L. Golden

WHEN William Randolph Hearst died on August 14, 1951, at eighty-eight, the New York *Times* commented that "few persons ever succeeded in picking the lock of his character." Now, ten years after the death of one of the most vital figures of an age of American turbulence, W. A. Swanberg's "Citizen Hearst" comes to no conclusion on what made the controversialist tick. The man of great hates; the battler against trusts; the champion of the man in the street, to whose lowest whims he catered; the instigator of war against Spain over Cuba; the advocate of no-war-at-almost-any-cost against the Germanies of the Kaiser and Hitler; the art collector, with his seven castles; the perennial candidate for public office; the Democrat who stuck with Bryan while other party newspapers dropped him like a hot potato; the enemy of Alfred E. Smith who swung the convention of 1932 for Franklin D. Roosevelt—Hearst is not an easy person to assess.

A Harvard alumnus with no sense of the value of money, he built the biggest newspaper and magazine empire in American history. His record number of papers owned and directed for political purposes will not likely be equaled by anyone, since it is quite clear that the day of the Hearst-type press lord is over. Yet, in this balanced and even sympathetic book, the tycoon by no means comes out smelling of roses.

To any student of American politics and press this is a highly informative and even exciting book. It shows not only long and painstaking research but a refusal to take the say-so of those who were so blinded by hatred of Hearst that they pictured him as a monster with no human attributes. It is easy to understand why he had so many enemies. Hearst made them, if not daily, then almost daily. At one period the darling of the liberals and anathema to conservatives, he at another and later time became the idol of the reactionaries and the devil of the liberal intellectual.

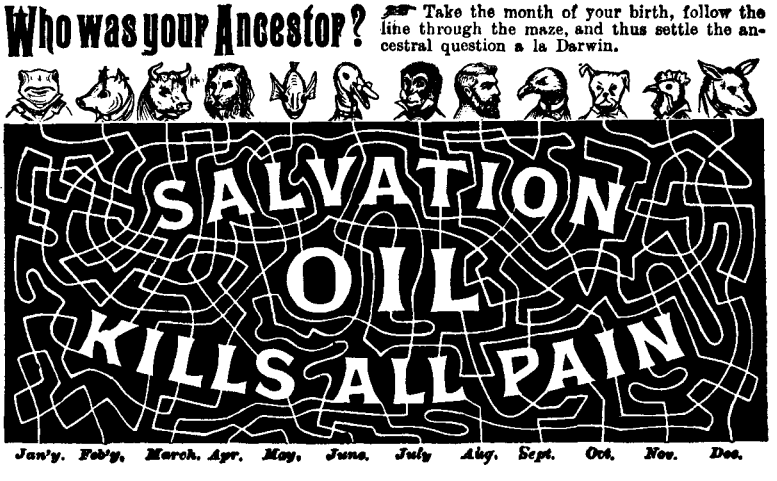
As the terribly pampered only son of a gentle mother, who had married his father when she was nineteen and he forty-one, William Randolph Hearst never had a solid no said to him during his childhood. A wilful youngster, a wild student at college, with more money than was good for him, he chose journalism as his career. His mark is still on it although the Hearst papers today, shrunk in number, are far different in content and tone.

Hearst wanted to be President. He might have been, had he been able to keep political friends. But he was essentially a maverick, and incorrigible mavericks don't win conventions. Yet, when he did succeed in naming a Presidential candidate it was not in affection or admiration for him but because he had an intense antipathy to the only alternative. Had Hearst not swung John Nance Garner, with his Texas and California delegations, to Roosevelt on the fourth ballot to break the deadlock, Al Smith might well have won the nomination at Chicago. And so it was with Hearst: his course of action was too often based on emotion rather than on reason.

HEARST's relations with his family and with Miss Marion Davies, his yearning to own ancient and fine art, are worth reading about if for no other reason than to cut away the rumors that surrounded the publisher's life. And here too is the story of Mrs. William Randolph Hearst, who under the most difficult conditions carried on with quiet dignity, devoted to her family, doing good works, aloof from so much of the bizarre of her husband's life.

Mr. Swanberg makes no pretense that "Citizen Hearst" is a definitive biography. But it is the best yet on a strange, complicated figure who was an important part of American life for so long.

"RUN, DON'T WALK": The sale of miraculous elixirs, as old as Egyptian amulets and philtres, reached its finest flower during the last century, before the Food and Drugs Act curbed the creators' more imaginative flights. In "**One for a Man, Two for a Horse**" (Doubleday, $6.50) Gerald Carson reproduces some of the advertising gimmicks that promised our grandparents everything from floor-length hair to sure-fire cure of alcoholism and "female weakness."


Who was your Ancestor?
Take the month of your birth, follow the line through the maze, and thus settle the ancestral question a la Darwin.
SALVATION OIL KILLS ALL PAIN
Jan'y. Feb'y. March. Apr. May. June. July Aug. Sept. Oct. Nov. Dec.

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A Circle of Loneliness

"Soul Clap Hands and Sing," by Paule Marshall *(Atheneum. 177 pp. $3.95), searches for the meaning in four solitary lives that are drawing near their close. Ihab Hassan, associate professor of English at Wesleyan University in Connecticut, is author of "Radical Innocence," a study of the contemporary American novel, to be published in October.*

By Ihab Hassan

"AN AGED man is but a paltry thing," old Willie Yeats once sang, "A tattered coat upon a stick unless / Soul clap its hands and sing." Paule Marshall, born of Barbadian parents in Brooklyn, has chosen Yeats's bitter, impassioned phrase as the title of her second book, making it the uncommon theme of its four longish stories. The results are both striking and uneven.

Children, we know, have ruled our literary scene, bringing to it the nostalgia of innocence and outrage of experience. They embody the American protest against reality, against time and death. They belong to Hope, bright or betrayed. The aged, however, have remained in a twilit zone, encircled by their loneliness, nodding in the gray shadow of failure. Yet the aged protest against mortality too, and have their literary use. They belong to Memory; they have seen the scarecrow of human illusions laid bare. Hope and Memory still remain the two contending parties in the dreams America dreams.

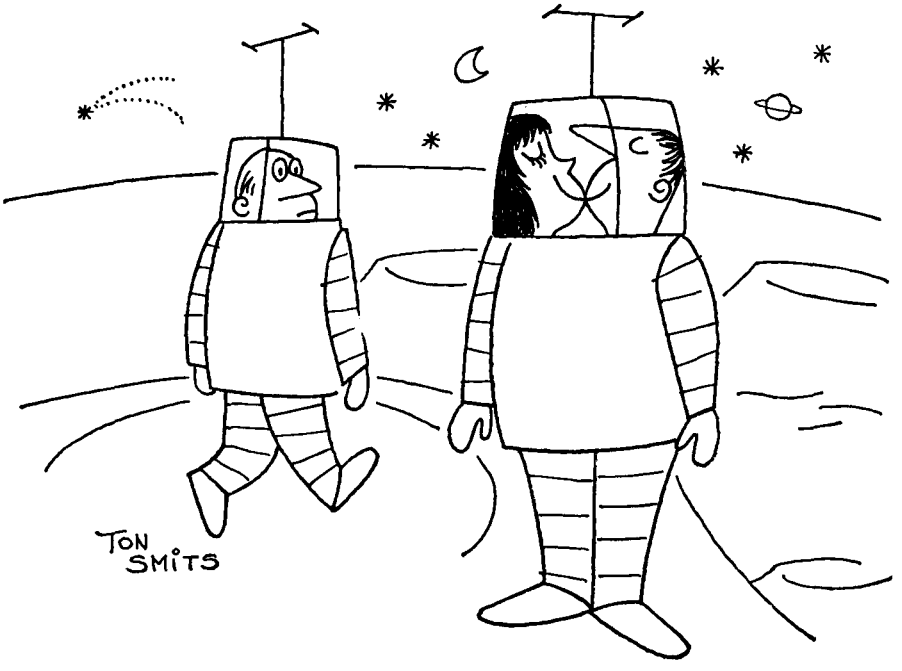
Though her stories do not all claim America for a setting, Paule Marshall enriches our idea of Memory by gentle, lyrical brooding on the meaning of lives that have been already spent or shaped. Her four aged protagonists can neither clap nor sing. But they have some kindlings of rage, and the bitter dignity of knowledge through defeat. In this lies the unique quality of the book.

The collection begins well, sags badly in the middle, and ends with a praiseful burst. "Barbados" is the story of a Negro hospital attendant who retires, after long exile in America, to his modest Barbadian plantation. He is alone, except for the doves he keeps, having fled all his life the demands of love. The meaning of that life comes to focus when the warm, unassuming servant girl he harshly ignores rejects him in his moment of need. "But his inner eye was suddenly clear. For the first time it gazed mutely upon the waste and pretense which had spanned his years. Flung there against the door by the girl's small blow, his body slowly crumpled under the weariness he had long denied. He sensed that dark but unsubstantial figure which roamed the nights searching for him wind him in its chill embrace." Setting and action here conspire to create a full metaphor of deprivation. "Brooklyn" repeats the same theme in undistinguished manner.

"British Guiana" attains the length of a novella. It might have better remained a story. Gerald Motley is a distinguished drunkard of mixed Chinese, Negro, and white blood. He dissipates his life in a sinecure as the director of a radio station. The one true vision of himself is somehow dispelled by the woman who loves him most, and who represents "the sane and cautious part of himself coming to save him." When many years after the same woman offers him an important job, Motley can only howl with ironic laughter. He requests that she grant the opportunity to his protégé, who represents the part of him that refuses to be deceived. Despite its lags, the story has humor and rich color; its paradoxes cauterize human illusions to heal the flesh of reality.

By far the best story is the last, "Brazil," a sharp yet moving account of a famous comedian about to retire. "O Grande Caliban," as everyone knows him (his true name and his identity seem lost forever), is Rio's implacable jester. A tiny man, he seems all his life a "Lilliputian in a kingdom of giants." "The world had been scaled without him in mind—and his rage and contempt for it and for those who belonged was always just behind his smile, in the vain, superior lift of his head, in his every gesture." Caliban's frenzied effort to reclaim his identity from the posters and cheering crowds, from the stupid, spoiled, blonde Amazon who is his partner, and even from his young, pregnant wife, takes him to the center of his personality and the terrifying slums of Rio. Here all is done with tact and great power.

The example of Caliban shows that an aged man may not be entirely a paltry thing. (Indeed, the sequence of stories in the book reveals a progressive vitality in the characters.) Paule Marshall does not bring new resources of form or startling sensibility to the genre. But she allows her poetic style to be molded in each case by the facts of her fiction; she has escaped the clichés that must doubly tempt every Negro author writing today; and she has given us a vision, precise and compassionate, of solitary lives that yet participate in the rich, shifting backgrounds of cultures near and remote. Her retrospective vision is really a forecast of what we may wake up, too late, to see. There is need for a poetics of gerontology.



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It Takes All Kinds to Make a Tale

"Nuncle and Other Stories," by John Wain *(St. Martin's Press. 246 pp. $3.50), casts a penetrating eye on some widely varying characters at crises in their lives. Hallie Burnett, short-story writer and novelist, wrote "The Brainpickers."*

By Hallie Burnett

THE SHORT stories of John Wain vary from simple character study, as in "The Two Worlds of Ernst," to fantasy, as in "Master Richard" and "An Address to the Literary Philosophical Society," but all have one element in common: each rushes pell-mell to whatever destruction, or state of grace, or planned fulfillment seems inevitable for the character pinpointed by the angry pen of the author. Each is driven by an anachronism inherent either in the individual or in the situation to some perfectly logical jumping-off place in life, and whether he or his world is any better off for it is unimportant. The quality of Mr. Wain's writing is of an order to convince one of his logic, and although, with one exception, there is plot in each of the stories, it is character with its inconsistencies — even its hallucinations—which hold the reader's attention.

The only story previously published in the United States, in *Harper's Bazaar,* is a gentle one. In "A Few Drinks with Alcock and Brown" a young man, "who ought to have learnt how to rule his life," tries to ignore a letter in his pocket from an ex-fiancée. Masterfully understated, the tension grows through the young man's drinking at a bar, the senseless threat of a fight with a stranger, and ends with his obeying a "public duty" to inform the police. Thus the letter is ignored for awhile longer. Yet "as he stood, glass in hand, he thought of the first time he had kissed Ellen . . . the only real thing in his life," and the portrait of a young man is complete. In "Rafferty," also, the nuances of sentiment and speech are subtly and accurately described; the story ends with "life's so full of unexpected things, it pays to cultivate a taste for them" — as the young man goes on his way, leaving a girl who took too long to make up her mind.

In the stories of fantasy there is conflict between the real world and the deeper need of the individual for escape to another altogether. The beginning of the fantasy "Master Richard" is a bit labored, but the story of a child of five, who conceals his actual maturity of thirty-four years from his parents and a world he has judged stupid and unworthy of honest emotion or thought, is carried to a fine point of no return. The boy's mother gives birth to his brother, and Richard says: "I lie twisting like a trapped snake. . . . This is the birth that should have been me." And finally the young monster, unable to destroy his baby brother, must take his own life "because nobody can fight against love."

There are lesser stories and also better stories in the book. "Nuncle," in which a once-famous novelist who has become a drunken has-been tells of his rejuvenation by marriage to a pretty girl and then of losing her to her own father, develops unexpectedly, with sinister undertones and Freudian implications, to an inevitable but surely happy ending. This is perhaps the finest story in the book. John Wain is at his best in slower, more controlled pieces in which subtle irony and the hidden, destructive urges of his characters are savored by both author and reader, but there are vigor and imagination in all of the stories, and a point of view that is consistent and thoroughly contemporary.

Grasshoppers in the Anthill

"When My Girl Comes Home," by V. S. Pritchett *(Knopf. 240 pp. $4), uncovers the emotional turbulence underlying outward normality, and sets frivolity in opposition to sobriety. British novelist and critic Peter Green is the author of "The Sword of Pleasure."*

By Peter Green

LONG before N. F. Simpson was ever heard of, Mr. Pritchett had tumbled to the truth about the British lower middle classes—that, far from being dull, staid, prissy, and conventional, they were unself-conscious eccentrics on the grand scale, leading odd, emotionally complex lives behind a façade of seedy suburbanism. This truth he has expressed over the years in a series of novels and short stories which occupy a very special niche in contemporary English literature. If the mantle of H. G. Wells has fallen on Mr. Pritchett's shoulders (the Wells, that is, of "Kipps" and "Mr. Polly" and the more socially oriented stories, such as "A Slip Under the Microscope"), then its present wearer carries it with an air that is all his own; and this new collection, "When My Girl Comes Home," shows him at his quirky, discerning best.

It also emphasizes the fact that — again like Wells—Pritchett is a really superb technician. On this count reading a story by him is rather like listening to Segovia playing the guitar.

There are two loosely related themes running through "When My Girl Comes Home." The first is Mr. Pritchett's well-tried preoccupation with appearance and reality, the uneasy surface normality that conceals howling emotional deserts, the defeat of myth by ineluctable reality. The title story in the collection gives this all-too-prevalent situation a most effective airing. After thirteen years away, plus two Oriental husbands and (it is said) several years in a Japanese POW camp, Hilda Johnson redescends on her London family, an exotic, be-luggaged bird of paradise scattering confusion among these cockney sparrows. But as the story develops, Hilda's *persona* begins to crack in an alarming way. Nasty rumors circulate. The laughter acquires a false, tinny note. Hilda casually slings her hook at a local male, whose schoolma'am betrothed takes an overdose of aspirin. Her bragged-of beau, a novelist, fails to materialize; in the end she's done out of her luggage and savings, and sets off on her travels again. The sparrows, a bit shaken, settle down to the prospect of being written about by Hilda's elusive Mr. Gloster.

Embedded in this story we also find Mr. Pritchett's second main theme: the contrast of exotic and mundane, irresponsible grasshopper and sober ant. In "The Fall" we are shown a dull chartered accountant, Charles Peacock,

(*Continued on page* 53)

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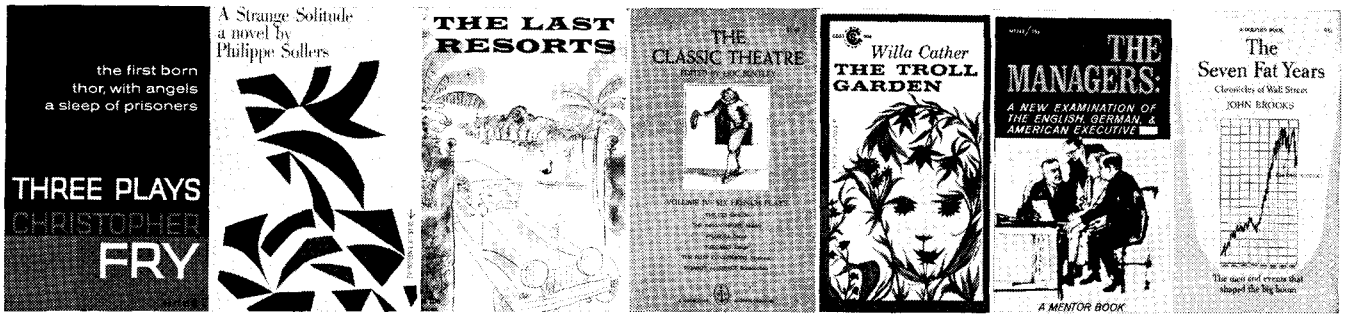

PICK OF THE PAPERBACKS

WHAT'S NEW: Those dog days are not only over, publishers are acting as if they never existed. Even the most austere are scrambling to get their books on the racks to greet returning students and vacationers, who supposedly are ready for a long winter read. . . . Oxford University Press, noted for its genteel and scholarly tradition, has unbent to present a new paperback line, Hesperides Books, which they call "somewhat less academic" than their Galaxy Books. Not that Hesperides's "Signs and Symbols in Christian Art" seems the least bit less academic than Galaxy's "Modern British Fiction." Oh, well, maybe it's all in your point of view. . . . Harper has taken over Pantheon's hardbound Bollingen Library, all of which will now appear in paper covers. This month's offerings range from Jung's "Psychological Reflections" to "Seamarks," a book of verse by St-John Perse, the 1960 Nobel Prize-winner. . . . No doubt though, bouquets this month go to Houghton Mifflin's Sentry Books. They're splendid, not only inside—authors include Galbraith, DeVoto, MacLeish—but outside as well. The bright covers are made of a washable vinyl-acetate composition that looks like a durable basketweave. It's the first innovation in paperback binding for some time, and from the looks and feel of them, the books ought to be a rousing success.

BEHIND PUBLISHERS' DOORS: We've heard of all kinds of publishing tie-ins, such as releasing books to coincide with the opening of movies, plays, even nightclub acts, but Pyramid has come up with the most intellectual to date. National Educational Television will present this fall eight Shakespearean history plays, produced by the BBC. Pyramid is ready for them with a handy book, "**An Age of Kings**" (75¢), which contains the TV scripts plus photographs of the English actors and actresses in historical dress. People who like to bring their scores along to symphony performances might like to read right along with the play. . . . Last year New American Library learned that Japan's Osaka University was short on American books. NAL obliged and shipped off a carton of representative titles. Letters have begun pouring into the NAL offices, all written on the same blue paper, all exceedingly polite, all expressing deepest thanks for the books. Some bright editor finally realized that the letters were part of prescribed classroom assignment. . . . Ben Adams, who has already written guides to Hawaii and Alaska, has now trail-blazed to San Francisco. Published this month, "**San Francisco**" ($1.95) has everything a tourist ought to know, says Vasiliki Sarant of publishers Hill & Wang, who pre-tested the books. She arrived in San Francisco, a sheaf of galleys in hand, hopped on cable cars, shopped in recommended stores, ate in Mr. Adams's pet restaurants. She even met Mayor Christopher and before she left town he presented her with a gold key to the city. That, however, doesn't come along with the book. —ROLLENE W. SAAL.

EXECUTIVE SUITE

"The twentieth century might be recorded as the epoch in which men for the first time attempted to cultivate, methodically and on a large scale, a class of superior managers," writes Perrin Stryker, *Fortune* editor, in "**The Character of the Executive**" (Torchbooks, $1.60). The original hardcover title, "The Men from the Boys," is a more apt description of these essays, which tell informally and in fiction of managerial qualities, how they are sought, captured, and protected.

Roy Lewis and Rosemary Stewart are also interested in "**The Managers**" (Mentor Original, 75¢). Their study examines the executive in America, England, and Germany, compares qualifications, goals, and status in each nation. Included are directives listing ways by which men can get to the top.

The Organization Man in Russian industry is the subject of David Granick's "**The Red Executive**" (Doubleday-Anchor, $1.45). Granick, an economist, visited the Soviet Union, talked with businessmen, factory managers, and workers. His book lucidly describes the problems particular to the Soviet system (the State Planning Commission, for instance, decides upon all investment programs). One problem Russian businessmen don't have is selling; everybody, it seems, needs everything.

In his introduction to John P. Davis's classic "**Corporations**" (Capricorn, $2.45) Abram Chayes, Harvard law professor, writes, "The corporation is the dominating institution of modern American society." Davis's book, written in 1897, traces the rise of the corporation system in the past century, while Chayes brings the book up to date by continuing the tale of corporation growth in our own times.

John Brooks's boomtime book, "**The Seven Fat Years**" (Doubleday-Dolphin, 95¢), dramatically tells of Wall Street happenings during the busy time between 1950 - 1957. Such moguls as Robert Young, struggling for control of the New York Central Railroad, are among the modern titans.

"White - collar crime," says Frank Gibney, "is a crime committed by a person of respectability and high social status in the course of his occupation." It includes misusing expense accounts, fraudulent tax returns, police payoffs, and tampering with legislation. All these practices, common enough in modern big business, are discussed at length in Mr. Gibney's lively "**The Operators**" (Bantam, 50¢). Particularly interesting is a section on the "climate of fraud," which allows these practices to continue.

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FICTION

There ought to be a term separating first-rate historical novels from those that merely use the past as a colorful background for lusty tales of love and adventure. "Costume romance" is one polite phrase and it applies neither to H.F.M. Prescott's "**The Man on a Donkey**" (Macmillan, $2.50) nor to Alexey Tolstoy's "**Peter the First**" (Signet, 95¢).

The former is a masterful re-creation of Henry VIII's days, when the battle beween church and state affected even the humblest members of the realm. It's also a vivid drama of human beings, with enough love and derring-do to satisfy the most avid fanciers of "costume romance."

Alexey Tolstoy was related to Turgenev rather than to the more famous Tolstoy. His book about seventeenth-century Russia reportedly sold more than 2,000,000 copies in the USSR. No wonder. It's a splendid epic of Russia's past, a lengthy and detailed chronicle of Peter's reign and his enlightened attempts to push his nation into the foreground of European powers.

Willa Cather has taken somewhat of a critical beating in the past few years. Though she died as recently as 1947, her writing already seems part of our distant literary past. Herself a woman of intellectual habits and concerns, her best writing touches upon the Plains country of her youth. "**My Antonia**" (Sentry-Houghton Mifflin, $1.80), set in Nebraska farmlands, is a warm, rich story of a Bohemian girl. Her first book, "**The Troll Garden**" (Signet, 50¢), written in 1905, ranges in quality from the mawkish sentimentality of "A Wagner Matinee" to the perceptive, sympathetic "Paul's Case."

Mordecai Roshwald's "**Level 7**" (Signet, 50¢) represents an imaginative and terrifying vision of the outcome of the Cold War. In "Level 7" the "science-fiction" aspects of the near future seem not at all distant, but all too possible.

"**A Strange Solitude**" (Evergreen, $1.95), by Philippe Sollers, is yet another example of French nonscientific, nonliterary fiction. It's all about the inner world of adolescence, not very interesting, yet another contribution to the reigning French school of *ennui*.

THEATRE

While the modern French novelists may be strangling in their own inner cerebrations, the contemporary playwrights certainly aren't. Ionesco, Beckett, Adamov are among the most provocative dramatists around, and their works are the subject of two excellent new paperbacks. "**Twentieth Century French Drama**" (Columbia, $1.95), by David I. Grossvogel, gives solid background to his discussion of postwar playwrights by first presenting careful chapters on Jarry, Apollinaire, and Cocteau. Yale, too, is interested in the subject. In "**Modern French Theatre**" (Yale, $1.45) Jacques Guicharnaud, with June Beckelman, has analyzed the dramatic technique of Gallic playwrights during the past thirty years, including, besides Ionesco and Beckett, such writers as Claudel, Sartre, Montherlant, and Giraudoux.

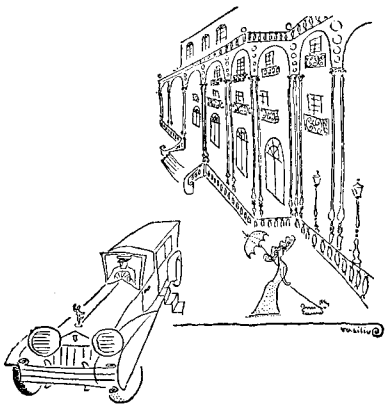
If these studies are of interest, so too will be "**Cocteau: Five Plays**" (Mermaid Dramabooks, $1.95), which includes "Orphée," "Antigone," "Intimate Relations," "The Eagle with Two Heads," and "The Holy Terrors."

Christopher Fry's "**Three Plays**" (Hesperides-Oxford, $1.50) are all religious, all in verse, and sprinkled with Mr. Fry's particular blend of irony and wit. The plays are "The First Born," "Thor, with Angels," and "A Sleep of Prisoners." Graham Greene's "**The Potting Shed**" (Compass, 95¢) also concerns the spirit; though it has its comic moments, Mr. Greene is mostly concerned with mysterious happenings to the soul in modern England.

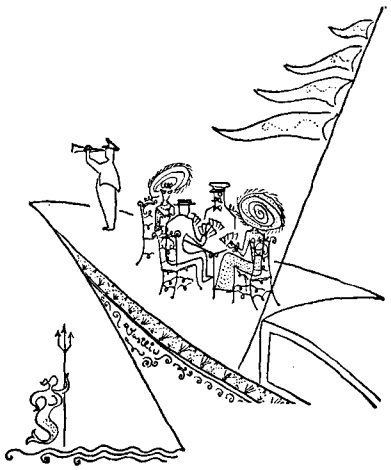
The fourth and last in Eric Bentley's series of standard dramas has just been released. "**The Classic Theatre**" (Doubleday-Anchor, $1.45) contains Corneille's 1636 "Le Cid" and continues on through the eighteenth century to Beaumarchais's "Figaro's Marriage." Some of America's best-known poets—including Richard Wilbur, W. S. Merwin, Robert Lowell—are among the translators.

"**Stanislavski's Legacy**" (Theatre Arts, $1.55) is a collection of essays, reminiscences, and notes the author left upon his death in 1938. Some of it would interest only students of the drama, while the best parts, like Stanislavski's memories of Chekhov, are sparkling offhand glimpses into theatrical history.

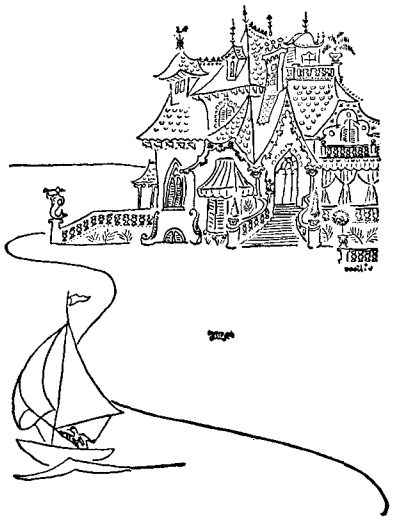
PITY THE NEW POOR—or the Old Rich. There's scarcely anyplace left for them to go since taxes and jazz have blasted Newport. In a witty social history, "**The Last Resorts**" (Universal, $1.95), Cleveland Amory, who already had the final word on Proper Bostonians, has trekked from Hobe Sound to Fishers Island, from Bar Harbor to Palm Springs, telling tales about "people, nice people, and right people." Drawings by Vasiliu.



Saratoga and the social Springs — White, Hot, Sweet, and Palm.



Bar Harbor—walks, talks, and flirtations.



Newport—of cottages and queens.

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The Vital Ingredient

THE HEADLINES from Moscow read like the crack of doom. The insane illusion that there is national security for anyone in a 100-megaton bomb seems to have seized the Kremlin.

Either as a national policy or as a strategy of what President Kennedy called "atomic blackmail," the Soviets have seemingly taken mankind a step closer to cataclysm.

The remorseless clock of history ticks fast these days. Yet history itself suggests that men have learned the lessons—if they only have the will, wit, and wisdom to act—needed to cope with this massive new threat to survival.

"Since reason condemns war and makes peace an absolute duty; and since peace cannot be effected or guaranteed without a compact among nations, they must form an alliance of a peculiar kind, which may be called a pacific alliance, different from a treaty of peace inasmuch as it would for ever terminate all wars, whereas the latter ends only one," the German philosopher Immanuel Kant wrote in 1795.

This pacific alliance exists today in the United Nations. The U.N. must now be urged by the United States not merely to condemn the Soviet Union's action, but to make a massive attempt, backed by world public opinion, to compel the Soviet Union to call off its nuclear tests. President Kennedy is the person to lead this effort.

"It is not probable that war will ever absolutely cease until science discovers some destroying force so simple in its administration, so horrible in its effects, that all art, all gallantry, will be at an end, and battles will be massacres which the feelings of mankind will be unable to endure," was the prophetic vision of English author W. Winwood Reade in 1872.

Science has now given us this destroying force, a force that can fracture the planet, and the outraged feelings of mankind demand of all leaders of government something better than a policy of universal suicide.

THEIR task, and ours, is so to shape the deeper convictions of men that the earth's peoples will today give that ultimate devotion to peace which in the past only war has evoked.

"What we now need to discover in the social realm is the moral equivalent of war: something heroic that will speak to men as universally as war does, and yet will be as compatible with their spiritual selves as war has proved itself to be incompatible." This vital ingredient, which the American philosopher William James sought in 1902, has not yet been distilled. But we cannot wait much longer to find it, for its absence haunts our public affairs and paralyzes our best aspirations. Men who will quickly drop everything and give even their lives to win a war, are still loath to disturb their normal routines to preserve peace.

This moral contradiction is dramatized by the enormous and disheartening difficulties the Kennedy administration is presently experiencing in its efforts to persuade able businessmen, members of the professions, and other qualified citizens to take assignments dedicated not to war but to creating the global economic and political conditions needed to preserve freedom, democracy, and peace. These tasks well done would guarantee the national security of the United States and make life not only possible but meaningful for humankind. Yet the heroic in man does not yet respond as it should and as it must to these great tasks of peace.

This paradox is no longer tolerable. The time has come to save this country and the world from nuclear suicide and finally achieve "the parliament of man." This is no vague vision, but a solemn duty and a realistic task for each citizen. Peace must now command from men the moral equivalent of war. In this sense the ruthless power play of Khrushchev to intimidate the world and placate his Chinese allies deserves our gratitude, for it has awakened us to the realities of our salvation.

We must join in a mammoth effort to persuade President Kennedy and Secretary of State Rusk to bring the issue of Russia's unilateral resumption of nuclear testing before the United Nations. We must demonstrate our support of this positive policy for peace through letters and telegrams to them and to the Congress, and by other civic activity.

IF summoned to duty for peace in Washington we must respond, proving we believe peace to be as noble and heroic a pursuit for mankind as war.

We must now encourage our leaders more than ever to wage peace wholeheartedly, and we must remember that peace requires magnanimity of mind and gallantry of spirit. And we must not shut our minds to the truth that the Russian people want peace, however strident the thunder from Moscow may be.

The power-minded men in the Kremlin are not impervious either to their people's opinion or to world public opinion. A dialogue of some sort takes place between the Russian people and their rulers despite the controlled press and the totalitarian system.

If we can truly wage peace imaginatively, steadfastly, and with moral dedication in the time history has given us, the world will respond and the Russians will be compelled to halt the nuclear race. We must forge the United Nations ultimately into a shield of world law that will save ourselves and generations to come from the scourge of nuclear war. What greater moral challenge is there? History awaits our answer. —W.D.P.

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LETTERS TO THE EDITOR

SPEED LIMIT

THE FUZZY, fluffy, flossy thinking utilized in George Stevens's editorial on rapid reading [*SR*, Aug. 26] could only be justified by a try for humor, but it wasn't humorous, not even the "punch line." Those who chuckled on reading "Faster, Faster" must admit to nervous laughter or worse.

Who ever advocated rapid reading techniques for cultural writings? This little piece of fuzz is slipped in under our noses in the first sentence—subliminal suggestion? How weak the analogy whereby the rapid playing of music is pushed over like a straw man!

I wish I had read "Faster, Faster" faster.

E. LISKE.

Madison, Wis.

MY CONGRATULATIONS to George Stevens! Someone with intelligence and maturity had to speak up on the idiocy of rapid reading, and I think Mr. Stevens has made the final statement on the subject. His editorial "Faster, Faster" is a masterpiece in the great tradition of Swift, and deserves widespread reprinting and anthologizing.

WILLIAM TARG,
Editor-in-Chief,
World Publishing Company.

New York, N.Y.

VOLUME CONTROL

JOHN CIARDI'S TIRADE on the East Orange, New Jersey, overdue library book incident [*SR*, Aug. 26] seemed well out of order for a poetry editor. He missed the whole point of the overdue book problem. One of the functions of a public library is to make available to many that which is too expensive for an individual to possess. Why should one "citizen" be given sole possession of a book when others are waiting for the privilege to read it?

In the future, Mr. Ciardi should leave the library school curriculum to the school faculty, police work and their vocabularies to the police, and the problems of operating a public library to the librarians. By the way, who else buys and circulates poetry books besides libraries?

SANFORD BANKER.

Saint Cloud, Minn.

IF "THE OBVIOUSLY SLEEPY" John Ciardi had wakened from his long nap and visited a library in the last twenty years or so, he might have discovered that they are more than just "quiet storage places." I am distressed to find someone as literate as Mr. Ciardi continuing to perpetuate such gross misconceptions of the function of a library in the seventh decade of the twentieth century.

Libraries today are busy, lively, and noisy, and used by all "these people" who want material for information, education, and entertainment. The fact that a library would like to see its books returned is not so that they all may forever sit safely on the shelves, but to give more people the opportunity to use them.

I am sure that Mr. Ciardi does not encourage immorality in other aspects; why then encourage the theft of library books?

MARTIN A. KUHN,
Reference Librarian,
The City College.

New York, N.Y.

LET JOHN CIARDI mend his manner of thinking before writing MANNER OF SPEAKING. . . .

THERON E. COFFIN.

West Orange, N.J.

AS AN EXAMPLE of clear thinking, Mr. Ciardi's diatribe certainly takes the mud pie. . . .

MILDRED L. BALL.

East Orange, N.J.

THE VILLAINOUS inhabitants of this Forest still abound. It is a relief to find that the bold Little John can wing an arrow with a precision reminiscent of Robin Hood Mencken.

ALFRED A. RIMM.

Sussex, N.J.

ONLY THE POETIC FERVOR and understanding of a John Ciardi could have produced the gem entitled "Library Science and 'These People.'" It should, at the least, be reprinted in the newspapers of East Orange and Orange. If not as a reprint, then as a paid advertisement. And, at best, it should be indelibly inscribed upon the walls of the East Orange Public Library and the Orange Hall of Justice, if there be one. We need more Ciardis.

LOUIS B. ROSENSTEIN, O.D.

Vineland, N. J.

OF ALL THE STUPID, asinine, idiotic twaddle I have read in some time, Mr. Ciardi's unpoetic tirade on the Oranges takes the cake. It reflects his obvious ignorance of the too prevalent tendency of laughing at or ignoring civic responsibility. If the East Orange Public Library, by virtue of its alarm bells, has made a few more people aware of this national antipathy to authority, may I suggest more alarm bells of a similar nature.

Like so many journalists, Mr. Ciardi has made no attempt to gather factual material before running off at the typewriter. A call to Harold L. Roth, the East Orange Library director, would quickly have apprised him of the true situation last February—a pattern the library still follows. Each of these *criminals* had received at least three notices, and was then sent a summons by the court to appear and explain why he had not returned his books, which were from four months to a year overdue. Each of these people ignored this summons. The court,

(*Continued on page* 82)

THROUGH HISTORY WITH J. WESLEY SMITH

"Congress finally signed a declaration of independence — that'll do away with taxes."

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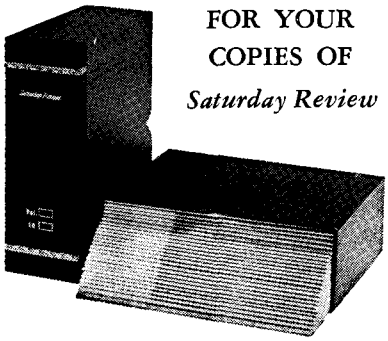

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SR GOES TO THE MOVIES

"It's Controversial"

PRODUCING a picture is never easy, but producing a picture that says something, and getting it shown, is at least ten times more difficult. At least, that has been the experience of young Stanley Colbert and his associates on "**The Explosive Generation.**" Their movie—half privately financed, half by United Artists—deals factually and reasonably honestly with an actual situation that arose not too long ago in a California high school. Students had asked a popular teacher to tell them about sex. When the teacher reluctantly consented, the local PTA rose up in arms and demanded his dismissal. The principal bowed to their indignation, but the students, sensing the unfairness of the charges, staged a campaign of passive resistance that led ultimately to his reinstatement. This, in sum, was the "daring" material that producer Colbert and writer Joseph Landon addressed themselves to. They played down the sex (the teacher never does deliver his lecture in the film), and concentrated on the effect on a middle-class community of the simple knowledge that such a lecture was about to be given. No one could have been more astonished than they when they learned that in a preliminary screening, the Catholic Legion of Decency had given their film a "C" (Condemned) rating. The reason? "It defies all constituted authority."

Their consternation was increased when they learned that United Artists, the distributors, would rather jettison the film completely than handle it with a "C" rating. "The costs of advertising and exploitation are so high that it just wouldn't be worth it to them," Associate Producer Max Bercutt explained. "It would be cheaper to junk it." Some of the people at UA, however, protested the ruling. They felt that an injustice had been done, that indeed the Legion had invaded an area over which it had no proper jurisdiction. The film was rescreened, the Legion changed its rating to "B" (Objectionable in part), everyone breathed a sigh of relief, and UA is about to put the film into mass release. "But it was close," said Bercutt, "and if you're wondering why there aren't more bold, controversial pictures being made, there's at least part of your answer."

It would be pleasant to add that "The Explosive Generation" is one of the great pictures of the year. It isn't. It was produced on a low budget, and the seams show a bit too often. Landon's script tends toward black-and-white characterizations, particularly in its handling of the parents. Buzz Kulik, a television director, reveals his origins in overbusy tracking shots and prolonged closeups. But the underlying intent of the film is to deal honestly with a contemporary situation, and this in itself is enormously refreshing.

Honesty is also the key word for Elia Kazan's production of "**Splendor in the Grass,**" from an original script by William Inge. Interestingly enough, it too deals with youth in revolt against parental authority—but since the time is Inge's well-remembered Twenties, the revolt is contained, repressed, and leads to a mental breakdown for the girl, moral breakdown for the boy. Two high school students (superbly played by Natalie Wood and Warren Beatty), desperately in love but too young to marry, turn in vain to their parents for guidance. The girl's mother hates the very thought of sex; the boy's wealthy father has ambitions for his son, and is automatically opposed to anything that might stand in their way. When the conflict becomes unbearable, the girl goes out of her mind.

All of this is set forth in precise, even clinical detail by Mr. Inge. We know fully the drives, motives, and psychological quirks of the characters. And this is at once the film's strength and weakness. It suggests nothing so much as a carefully prepared case history, smacked repeatedly to life by Mr. Kazan's brilliant handling of individual scenes. The sudden eruption of the girl's madness as she thrashes about in her bathtub strikes a note of pure terror that few directors would even attempt. The subtle evocation of the changeover from the prosperous Twenties to the Depression-ridden Thirties is a triumph of indirect statement. And the last, tender minutes of the film, in which the two sweethearts face each other across a gulf of years and blasted hopes, are as fine as anything Kazan has ever done. "Splendor in the Grass" is not an easy picture, nor is its suggestion that growing up may mean settling for second best likely to make it a popular one. But the combination of detached writing and impassioned direction makes it constantly fascinating to watch, and its obvious integrity can earn it only respect.

—ARTHUR KNIGHT.

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TV AND RADIO

Mint Your Own Half-Dollars

THE RECENT book "British Broadcasting in Transition," by Burton Paulu, published by the University of Minnesota Press, is a sequel to the author's 1956 volume, "British Broadcasting: Radio and Television in the United Kingdom." He reports the impact of the Independent Television Authority (commercial television) in its role as competitor to the BBC, which enjoyed a thirty-year noncommercial monopoly. Dr. Paulu is director of the department of radio and television broadcasting at Minnesota, and a former president of the National Association of Educational Broadcasters. His evaluations of BBC and ITV performance in the competitive years are generous to both the contestants who court the favor of the British viewing public. He thinks the BBC has been "gingered up" considerably by the challenge of commercial television. ITV, he reports, "despite some falls from grace, has on the whole maintained a level of program performance which has pleasantly surprised most of its critics, and pleased almost all of its supporters. Its responsible handling of such important areas as news, politics, controversy, public events, school broadcasts, and religion has been highly commendable."

The BBC and ITV both want more channels in the future; and if Parliament decides to push all of TV up into UHF in 1964, the author favors giving both systems fair shares of the larger broadcasting spectrum. "The majority of the public likes television," he finds, "particularly of the ITV type, even though many intellectuals and members of the Establishment despise it." Dr. Paulu leans to an unexpected extreme in recommending that the *sacrosant Third Programme* and Network Three (darlings of the intellectuals and the Establishment) "should be re-examined." Britain devotes 10 per cent of its radio frequencies and its radio budget, he says, to serve an average audience at any one time of only 50,000 people. "Re-examination" might mean merging with the middle and lowbrow Home and Light Programmes or even—if I interpret the author's inference correctly—abandonment, on the grounds that the Third Programme listeners can get their specialized interests adequately satisfied by books or records. Some of Britain's commercial broadcasters, flushed with their success in TV, are now seriously planning to break the BBC monopoly in sound broadcasting. Dr. Paulu opposes this, with a frightened look at the "debasing of standards" in American radio under the stress of bitter competition for what is left (after TV) of the advertiser's dollar.

American broadcasting may also be "in transition"; and the author's carefully researched, comprehensive book of data is of interest to Americans struggling with conflicting images of what should be the shape of broadcasting in the United States. He believes that the British, with their genius for compromise, are moving from the world's best monopoly system to its best competitive system. In this country the summer has brought us to the end of Act I in FCC Chairman Newton N. Minow's "Vast Wasteland" drama. The commercial broadcasters seem hurt and bitter. *Broadcasting* magazine's lead editorial a few weeks ago caught the mood savagely: "Television may have its deficiencies, and indeed it does, but it is not an animal to be baited by every bureaucrat who happens to be given a spear." Another leading broadcaster undoubtedly spoke for many of his colleagues when he said he would "fight to the end any attempt of the FCC to control the program content of either TV or radio."

Broadcasters should read Paulu. They would find that commercial television in the United Kingdom, including program companies, advertisers, and agencies, is altogether pleased with its lot and making profits that are acutely embarrassing. Even the Conservatives in Parliament (friendly to ITV) have recommended a reduction in program company profits, possibly to provide revenue for the Treasury. How ironic that the bitter-end defenders of free enterprise here should be harassed and fighting a defensive battle, and that the contented victims of "government control" over there should be humming a happy tune! They say in Britain that a television license is a ticket to mint your own half-crowns—and everybody (except the intellectuals and the Establishment, those old fuddy-duddys) *likes* commercial telly, too—even a visiting American college professor. Defenders of laissez-faire at home, you have nothing to lose but your prejudices. Live modern; be popular, thought-controlled, and rich. Mint your own half-dollars.

The Ocean's Warning to the Skin Diver

By Judson Jerome

BORED, darling, with my public play of green?
You say you have seen that belly dance before?
Tired of my puffs and spangles, liquid shoulder
bare in the moonlight? You ask if there is more?
Oh, I have seen you drink away the hours

watching my grinding can-can down the bar.
I know the signs: you are rich and over thirty;
liquor has lost its kicks—like your fast car,
like life in air, like habitats of mammals,
those fat expatriates (their blood salt sea);

and now you fit your feet to primal flippers
and, trailing bubbles, gravitate to me.
Yes, I have thrills of silence and of shadows,
a million eyes, and whips for appetite,
all tentacles and lips and blue recesses—

until, entranced, you drift beneath the light
into the oldest water and the darkest
where thumps the music of a whirligig.
Swimmer, do not pursue my coldblood heartbeat:
you slip from fun to love, whose crush is big.

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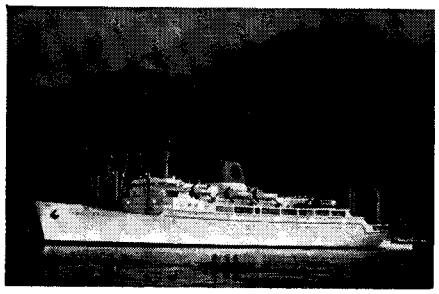

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Summer Salad

PUSHBUTTON PEREGRINATIONS: It wasn't much of a surprise to us when Perera and Company, dealers in foreign currency, unveiled their new automatic currency converting machine inside New York International Airport. This contraption swallows only bona fide five-dollar bills, presenting in return the equivalent in French, Italian, German, Belgian, or English currency, your choice. It is no matter that the machine automatically extracts a thirty-cent commission, or that it purportedly rejects phony five spots. We view it all as another step forward toward automatic, vending-machine travel. Why, only the other week we got in the elevator out at the Beverly Hilton Hotel and expected to exchange top of the morning with a lady operator, perhaps of great beauty and undiscovered talent, who was working there temporarily until the right producer came along. We found ourselves quite alone but the doors closed anyway and an unseen voice possessed of carefully measured solicitude, tonal quality, and unction said, "Step to the rear of the car, please," "This is the third floor," and "Breakfast now being served in the coffee shop on the lower lobby."

We walked out the automatic front door of the hotel and got our car out of the parking lot, where only the night before we had put half a dollar in a slot, extracted a ticket, and hung it on our steering wheel. We pushed the automatic shift and drove out to the Los Angeles docks and boarded the boat to Catalina, where, as previously reported hereabouts, we had an automatically dispensed breakfast that tumbled out of machines. Sweet roll and coffee, your choice, black, with cream, with sugar, with lots of sugar, with no sugar.

Over in Hawaii, where they seem to be edging closer and closer to dispensing leis in vending machines, we went downstairs to have breakfast at the eight-story Kauai Surf, a hotel that boasts the first and only elevator (automatic) on the island of Kauai. There weren't any waitresses in view because breakfast in those Polynesian digs is served buffet style. So, for that matter, is lunch. I never did have dinner there

A Foreign Travelers' Language Guide to American

Being a random sampling of choice American pronunciations especially prepared for foreign tourists attracted by the new Come-to-America program. *SR* will be pleased to entertain, for future publication, other similar examples sent in by its readers. Address: Murrican Langwitch, Room 1302, Saturday Review, 25 West 45th St. New York 36.

French	German	Spanish	American
orange	apfelsine	naranja	awnch
avez-vous déja mangé?	haben Sie schon gegessen?	¿ya comió-usted?	dijeejet?
l'Europe	Europa	Europa	Yerp
pourquoi n'allez-vous pas?	warum gehen Sie nicht?	¿por qué no va usted?	wyncha go?
l'année dernière	letztes Jahr	año pasado	lashear
allons manger	wir wollen essen gehen	vamos a comer	'squeet
Que voulez-vous?	was wollen Sie?	¿que quiere?	waddyawant?

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but the rumor is that for the evening meal they are still using old-fashioned waitresses.

All of which recalls the scheme suggested some time back by our friend Roger Coster, the Caribbean hotelier and restaurateur. M. Coster, a man who exhales in a heavy French accent and who was then operating in Haiti—he has since moved to St. Thomas—proposed a novel system for buying packaged vacations at a store he referred to in his quaint way as the "h'Ay and P." In M. Coster's package would be pills to make you seasick or airsick, Dramamine to cure it, tablets to give instant dysentery, kaopectate to cure it. The postcards were all pre-written, such as "Here I am in Paris, ooo-la-la!" All you had to do was sign your name and fill in the address.

They all laughed when Coster sat down to tell about his packaged vacation idea, but we're not so sure it's funny any more. We think things are moving Coster's way. We think the day isn't far off when it will all be mechanized and automatic. For a touch of added realism you'll be able to pack a bag, send it to your favorite airline, and they'll lose it for you.

LADY ON THE SKIDS: A lady agent of ours reports on a new way to beat the summer heat, and we pass it along to keep in mind against that August day when all men's plans for trying to refrigerate the dog days go a-gley: "Maybe it all seemed more dramatic because we had only just gotten over the city power failure in New York when the office air conditioning went out. The mechanics were sure they could have it fixed by November. Well, ice in the wintertime I don't need, but I sure could use it in the summer. I reported in at Idlewild Airport in New York at 7 o'clock on a summer's night, ate and slept for thirteen hours, which is how long it takes a jet to get to Chile. After we were about ten hours out of Wagner's Inferno the hostesses exchanged their Panagra uniforms for ski outfits and in that fetching rig served breakfast. Panagra, the cute things, are doing it all summer to promote their excursions to the ski fields. I'm sure you all know that it is winter in Chile when it is Unbearable in the office. We took a bus from the airport at Santiago and then caught a cog railway to chug up into the Andes. At three in the afternoon we zoomed out of a tunnel and came to an abrupt stop. Avalanche. In August, for heaven's sake. People singing "Winter Wonderland" and throwing snowballs in the window. Got to the Hotel Portillo at 7 at night. Here are my notes: 'Mountains all around 15,000 to 20,000 feet . . . skiing conditions—18-inch powder on a 100-inch base . . .

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" 'Bought creamy suede jacket with fur lining: $70 . . . also vicuña by yard . . . also alligator shoes and handbag . . . also riding crop for $2. . . . Had tea at the Augustus on the Florida—toasted ham and cheese sandwiches . . . same thing available at Plaza Hotel and Queen Elisabeth on the Santa Fe . . . Found La Boca, the Left Bank of B.A. Danced tarantella on a table at the Espadavecchia, then caught a passing conga line . . . Still flying the next morning, but now using Varig jet . . . Wandering airborne bartender rolled cart plenty of miles above Uruguay . . . Landed at São Paulo. Zowie. Big city . . . Checked in Jaraguá Hotel. Very modern. Found restaurant on eighth floor. Big view from every window . . . Drove to Santos, looked in on coffee situation. Sixty per cent of world's java comes from Santos. So why do they call it java? . . . Beans yellow when arrive in port. Turn green with age. Very hot even in winter . . . Bought a bag of green mocha beans. Must find coffee roaster in N.Y.

" 'Took plane to Rio. Very short flight. Varig uses Convairs. Like Boston-New York. Zipped around statue of Christ the Redeemer. Over Sugar Loaf at 1,200 feet. Everything A.O.K. again. Landed at Santos Dumont Airport right in town, took a cab to Copacabana Palace Hotel . . . Looks like French Riviera . . . Big beach. People swimming in winter. Also in hotel pool. Collapsed in chaise by pool.

" 'Weakening by now but still fluttering. Drove to Tijuca Forest. Poinsettias and orchids growing wild. No organization . . . Tiny red flowers growing on rocks called maluca Mary, crazy Mary . . . Road to waterfall lined with bananas, papayas, coffee trees . . . Had lunch at Os Esquilos, the squirrels. Steak, *fritas*, asparagus soup. Only few minutes from Rio but woods full of superstitious types. Big service on Sunday mornings. Somebody beats *tamboo*, draws believers into valley. They come dressed in white, spin like tops, shout to heavens, fall into trance. Very authentic *macumba*. . . . Boarded jet for N.Y. . . . Varig had no drums, but lots of food, ditto wines. Fell into trance . . . Arrived in New York next morning . . . Very glad to be home, but air conditioner still not working . . . Very hot . . . Everything B.O.K.' " —V.P.

IN AMORY LAND WITH PAD AND PENCIL: We note with pleasure that some American seigneurs have taken to following the trend of liege lords in England. Big houses too costly to run, too taxable to own, are being opened to the public. More than just museums of one family's furniture, the estates offer, as well, a fascinating insight to American first-family life that would be otherwise be unavailable to anyone except servants and gentry. These days, anyone with the price of admission can invade Cleveland Amory country. We did only the other day, rolling up to the gates of the vast Phipps estate in Westbury, Long Island. Pay $1.25 and the gates to the enormous estate swings open. Pay another six bits and you can roam around the house where many a debutante was presented to society.

The Phipps people, as they are sorted out by Mr. Amory himself in his book "Who Killed Society?" are the second great family, after the Mellons, to come out of Pittsburgh. The family founder was Henry Phipps, born in Philadelphia, the son of an emigrant Englishman. When Henry was six he was taken to Alleghany City where his father was a shoemaker. One of Father Phipps's customers was a Carnegie who lived next door. Henry became a silent partner of the Carnegies and left not only a fortune, but a family. In the transition of time, as Mr. Amory points out, "four of the grandsons of the son of a shoemaker were recognized . . . as four of the country's leading polo players."

The great house at Westbury reeked of polo, if never of polo ponies. There was Mike Phipps, the ten-goal player whose home is still on the property, and Winston Guest, named after Churchill. You can still see the polo ponies rocking down the practice fields, which are maintained by the famed Meadowbrook Club. The family never entertained much, but on the west porch looking out to the gracious gardens teas were held for the English polo team that stayed here. Out the big glass windows stands a mammoth European beech, and beyond, down the steps, is a sunken garden rimmed with boxwood that mother planted thirty years ago when it was the fad. In the White Drawing Room is a self-portrait of Mike Phipps in his early thirties—he is now in his fifties—some Waterford glass brought over by grandfather Michael Grace,

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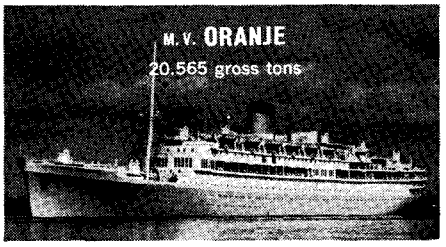

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who lived here too. From the ballroom where Peggy Phipps come out in the Twenties, and her daughter Dita Douglas was presented in the late Forties, and Mike Phipps's daughter came out in the middle Fifties, stretches one of the grand *allées,* this one of linden trees, double bordered and running for hundreds of yards.

Peggy, who is now Mrs. Etienne Boegner, remembers that the children lived in a dormitory. Mother's bath, with its crystal chandeliers, was also equipped with a stairway that led to the dorms upstairs. Out near the rose garden stands Peggy's half-timbered playhouse, kept as a surprise until her birthday. She cried when she saw it, looks at it wistfully even now, will have its roof thatched again just as it was. The Italian Gardens are kept the way mother liked them and mother was wheeled out there until she died at eighty-two. It takes fourteen gardeners in summer, ten in winter to keep the place trimmed, but it is pretty much the way it was, right down to Ghost Walk, a darkened archway of trained hemlock copied from the one in Battle Abbey. The tourists leave at five, and after that one Phipps or another is always strolling in the garden, whether for sentiment or exercise no one really knows. —HORACE SUTTON.

Taste of Life

By David Cornel DeJong

FOR a slight test of consideration,
we always try thinking
something reverently cosmic,
we fully succeed in watching
the same sentimental pear tree
blooming with a woman poet's
wedding veil, then we go back
to Mother again to nibble at
her pastries and prayers and
curse ourselves as sons of fate.

We have abundant sentiments, of
of a kind, mainly of a kindred,
beards around our minds like
Victorian frames or defiance,
we keep lonely council
beneath our tables where
our hands are engrossed in
daydreams and libidos, or where
there sits a dog to be fed
rinds of Pound we can't digest.

When we rise at summoning bells,
as caustic as an institution's,
we drink ourselves in with
our own insatiable eyes,
and connive to leave a tip
for Mother a little smaller
than the coin of the realm.
Sir, you insult yourself cherishing
us; gristle and parings are not
digested by juices of sentiment.

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MID-MONTH RECORDINGS

Envoys from Leningrad

By RALPH PARKER

Moscow.

SOVIET jets have reduced the flying time from Moscow to Leningrad to fifty minutes; the famous Red Arrow express has lost its record to a diesel club-car train; a rapid bus service has been established on the reconstructed highway through Novgorod and the Valdai Hills. And yet a few days spent in the theatres, art galleries, and studios of Leningrad are enough to convince anyone familiar with the cultural climate of Moscow that the differences in style, approach, and even content between the artistic life in the two cities are greater than they have been for many years.

How did it happen, I asked a Leningrad intellectual, a descendant of the new nobility created by Peter the Great 250 years ago to help administer the new capital of St. Petersburg, that despite the influx of many hundreds of thousands – mainly peasants – after the war and virtual obliteration of the old generation of Leningrad intellectuals during the siege and evacuation, a definite, clearly identifiable Leningrad spirit had revived? Why was Leningrad taste so much more refined and sophisticated than Moscow's? In music, in art, in drama, in ballet, Leningrad was showing itself to be more sure-footed in its search for the new, more discriminating in its treatment of the Russian artistic heritage. Why was this?

I was thinking not only of the polish and perfection of the orchestra that Eugene Mravinsky conducts in the nobly proportioned hall of the Philharmonia, but of its repertoire, so much broader and unconventional than that of its sister orchestra in Moscow; not only of the laconic wit and ironic undertones of Nikolai Akimov's productions at the Leningrad Comedy Theatre, but of his plans to introduce Ionesco and Anouilh to the Soviet stage; not only of the good taste with which the Hermitage hangs its exhibitions, but of the elegant essays in taste and sensitivity that are to be seen in the work of the lithographers at the city's experimental studio; and not only of Konstantin Sergeyev, responsible for the Kirov Theatre's classical ballet productions, but also of Yuri Grigorovich and of Igor Belsky, the choreographer of the modern ballets, "Shore of Hope" and Shostakovich's "Seventh Symphony."

"There is no simple answer," my companion said. "As concerns the greater boldness you find in our city, the answer is paradoxical: we were the capital of the revolution, we are not the capital of the Soviet Union. We have a revolutionary tradition. The cradle of the revolution, they call us in Moscow, but we are farther from the direct tutelage of the state than the new capital is. Neither success nor failure is taken much notice of in Moscow, so in the arts we work more honestly and more boldly. As for the revival of the St. Petersburg-Leningrad tradition among our new, Soviet people, I can only explain it by talking like an old-fashioned idealist: stones have tongues."

I think there is another factor. The story has never been fully told of the humiliation of Leningrad in the later years of Stalin's rule, culminating in the "discovery" of the "Leningrad plot" some twelve years ago, and the Party purge carried out by Malenkov on Stalin's behalf. In recent years, Moscow has been most reluctant to interfere in Leningrad's internal affairs, a fact that has stimulated the growth of a proud and relatively independent spirit.

Now, for the first time, Leningrad is presenting itself to the people of the United States, and, although it will be justly claimed that the Kirov Ballet company is a Soviet institution, Americans will, I believe, be nearer the truth if they receive the dancers and their art as envoys from Leningrad, the city that was St. Petersburg and whose opera and ballet theatre was known as the Maryinsky.

This very old company of very young dancers—few are over twenty-five—is presenting in America two classical ballets in entirety ("Swan Lake" and "The Sleeping Beauty"), which were created within the hallowed walls of the building on Rossi Street (Tamara Karsavina's "Theatre Street") that houses the practice rooms, the ballet school, the museum, and a complex of workshops peopled with shoemakers, wig makers, tailors and seamstresses, carpenters, and scene painters; a third full-length ballet ("Giselle") which is the only ballet with an unbroken tradition of performance of over a century in

"Seventh Symphony" – "tragic memories of the siege of Leningrad."

the repertory; "Chopiniana," the original version of "Les Sylphides," which Mikhail Fokine presented at a Pupils' Annual Performance in St. Petersburg in 1908; the romantic Kingdom of the Shades scene from "La Bayadère," the quintessence of Marius Petipa; an excerpt from "The Nutcracker"; and substantial extracts from ballets (Asafiev's "The Flames of Paris"; Soloviev-Sedoi's "Taras Bulba," and Khatchaturian's "Gayane") which provide a comprehensive picture of the development of Soviet ballet. Finally, the American public will see a one-act ballet, danced to the music of the first movement of Dmitri Shostakovich's Seventh ("Leningrad") Symphony, which was presented for the first time on the eve of the company's departure on its triumphal season in Western Europe last spring.

Thus, the repertoire taken as a whole is something like a visual chronicle of the ballet as practiced in St. Petersburg-Leningrad from the mid-nineteenth century up to this year. And, by exercising his imagination as he watches the contemporary exponents of famous roles, the spectator can see Elena Andreyanova, Martha Muravieva, Anna Pavlova, Tamara Karsavina, and Galina Ulanova "dancing through" Irina Kolpakova or Natalia Makarova in "Giselle"; he can conjure up in his mind's eye that brilliant first production at the Maryinsky on New Year's Day, 1890, of "The Sleeping Beauty," probably the greatest of all Petipa's ballets, and see Carlotta Brianza and Pavel Gerdt, Enrico Cecchetti and Marie Petipa being led to the Imperial box in that pale blue and lemon auditorium. When Yuri Soloviev dances the Bluebird, Vaslav Nijinsky dances with him; and when Nelly Kurgapkina and Inna Zubkovskaya perform the role of Odette-Odile, they bring to the stage the haunting shadows of Anna Pavlova, Tamara Karsavina, Matilda Kschessinskaya, Galina Ulanova, Natalia Dudinskaya, and other

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famous prima ballerinas of the Maryinsky. To strike a more contemporary note, let the American public watching Igor Belsky's interesting ballet to Shostakovich's music imagine that dramatic dress rehearsal in Leningrad last April when the entire staff of the Kirov Theatre, men and women with tragic memories of the siege of Leningrad, watched from the front of the house and the wings with tears streaming down their cheeks.

Yet, when you discuss the question of "the tradition" with members of the Kirov company, they look at you quizzically and hasten to explain that they are not on the staff of a museum but of a living organism. "Our tradition is one of constant experiment," they tell you, and go on to argue that it was the lavishness of the Imperial court in its support of innovations that brought Jules Perrot, Arthur Saint-Léon, and Marius Petipa to St. Petersburg; that Perrot's work to develop the *ballabile* and Petipa's unswerving efforts to develop technique – great innovations in their time – are matched by Konstantin Sergeyev's work to replace pantomime in the Petipa and Ivanova classics with expressive dance that enables the emotive power of Giselle's frenzy, Prince Desiré's rapture (in the Vision scene of "The Sleeping Beauty"), or Odette's forgiveness of the faithless Siegfried to strike through to the audience. And even Belsky's "Symphony" and the choreography of Yakobson's short dances are described as a continuation of F. V. Lopokhov's experimental work, interrupted twenty-five years ago by the application of Stalinist principles of "socialist realism." Not without malicious pride, they remind you in Leningrad that it was from their school that Galina Ulanova and Marina Semeyonova went to conquer Moscow, that Leonid Lavrovsky, the chief choreographer of the Bolshoi, is a Leningrader, and that most of the great ballets with which the Bolshoi has made its reputation were staged originally at the Kirov.

Today the Leningrad balletomanes are as fiercely partisan in their support for the Kirov's own style as ever the St. Petersburg audiences were in their championship of the Maryinsky. Sons of peasants and factory workers with but a sprinkling of original St. Petersburgers among them, they know every ballet, every dancer; they count every *fouetté* and vociferously halt the performance in their support of this or that dancer. I must leave it to the specialists to decide what exactly makes the Leningrad style, but that it is unique, enchanting, and compelling has been proved by the Kirov company's triumphs in Paris and London.

Hindemith at Santa Fe

SANTA FE, NEW MEXICO.

EVER SINCE conductor John Crosby's dream of outdoor opera in New Mexico became reality five years ago, thanks in some part to the support of his family, who helped to build the excellent theatre in the midst of America's wide open spaces, the Santa Fe Opera has demonstrated time and again that, given the necessary vision, determination, and the highest professional standards, operatic fare can be as timelessly dramatic as Greek tragedy and as colorfully entertaining as the best Broadway show. This year's productions included, besides several standard works, Douglas Moore's "Ballad of Baby Doe" and Stravinsky's "Oedipus Rex" and "Perséphone," brilliantly staged by Hans Busch and conducted by the composer. Finally, to top it all off, Paul Hindemith came to direct the first American performances of his comic opera—he calls it a "lustige Oper"—"News of the Day."

Hindemith wrote this lightweight opera shortly before the Depression when German *Kleinkunst* was at its very peak. Today, more than three decades and a continent removed from the original setting, Hindemith's attempt to combine the spirit of the German cabaret with more traditional aspects of comic opera, or rather operetta, faces inevitable difficulties which no amount of modernizing is apt to overcome altogether. Director Don Moreland's English adaptation of the composer's own postwar revision of the distressingly thin libretto manages to drag in the space race and other up-to-date news, but the story's basic lack of substance remains unaffected. The ten skitlike scenes present a rapid succession of crises when a socialite couple decides to seek incriminating grounds for divorce with the help of a commercial agency. The climax comes at the end of the first act as Handsome Mr. Hermann, the agency's divorce specialist, is discovered nude in the lady's bathtub. While this particular scene unleashed the wrath of the Nazi hypocrites in the 1930s, American audiences, accustomed to stronger stuff on stage and screen, are at best prone to smile. But nothing points more directly to the datedness of a story which, though topical in its references to the foibles of our commercial society, lacks the ideological focus of Brecht's "Mahagonny"

(*Continued on page* 48)

Hindemith's "News of the Day"—"all color and youthful vigor."

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Recordings Reports: Folk Music

PERFORMER, TITLES, DATA	REPORT
"Story Songs": Pete Seeger. "Way Out There," "Pretty Boy Floyd," "The Half-Hitch," "Buffalo Skinner," "Fayette County," six others. Columbia CL 1668, $3.98.	After many years of solo allegiance to Folkways, Pete Seeger herewith makes his Columbia debut, and the lanky balladeer has rarely been in better form. Listen to his softly restrained, deeply compassionate "Hobo's Lullaby," for instance, or, just the opposite in mood, to his hard-driving, uninhibited setting of "John Henry." His wildly whimsical saga of "The Foolish Frog" is a delightful highlight of the album.
"Russian Folk Songs": The Piatnitsky Chorus, Federev Sisters, other artists. "I Should Have Stayed Single," "I Did Not Intend to Dance," "Glorious Sea, Holy Baikal," "Laments of Love," nine others. Monitor MF 351, $4.98.	This brightly hued grab-bag of unhackneyed Russian song offers performances by six choirs and a variety of native soloists and ensembles; not surprisingly, then, the resultant range of musical moods could hardly be greater. For once the ubiquitous Volga Boatmen have the day off, and distaff soloists, duets, trios, and full choirs take up the slack, with the unique timbre of their piercing, flirtatious peasant voices adding a note of joyful abandon.
"The Cat Came Back": John Greenway. "Talking Blues," "Dishonest Miller," "The Rummy Dummy Line," "Devlish Mary," "Automation," "Vilikins and his Dinah," eleven others. Prestige 13011, $4.98.	John Greenway has been widely acclaimed for his admirable work in collecting, writing about, and singing American folk songs of protest. Here he turns his attention to a brace of "fun" songs with, alas, less happy results. In all fairness it must be reported that the artist gets little help from the recording itself.
"I Know My Love": Salli Terri. "He's Gone Away," "The Turtle Dove," "I'm Sad and I'm Lonely," "The Cuckoo," "Johnny Has Gone For a Soldier," "O Waly, Waly," seven others. Capitol P 8556, $4.98.	Salli Terri has chosen a program almost entirely of pensive, reflective ballads: it is a tribute to her unfailing artistry that one is hardly conscious of the fact. Her voice is warm and supple, her singing full of humanity, and the arrangements she uses are simple enough to let the music speak for itself. This it does, most eloquently. Sensitive accompaniments (alternately on piano, guitar, and recorder) contribute further to a recital of rare charm.
"British Industrial Ballads": Ewan MacColl, with Peggy Seeger. "The Wark of the Weavers," "Fourpence a Day," "The Collier Laddie," "The Iron Horse," "The Durham Strike," "The Calton Weaver," "Cannily, Cannily," eight others. Vanguard VRS 9090, $4.98.	The occasionally jolly, often wistful, sometimes bitter songs of the British working man comprise this unusual and highly effective musical offering, and Ewan MacColl, with his virile, craggy voice, is just the sympathetic interpreter needed. Here are songs of colliers and miners, of truck drivers and railroad men; songs of the factory weavers in the "dark Satanic mills" and of their happier brethren spinning at their hand looms at home; songs of strikes and a mining disaster; even a soft, and in its own way deeply poignant, workman's lullaby. Except for two brooding a cappella ballads, MacColl is ably accompanied throughout by Peggy Seeger, who also lends a vocal assist now and then.
"Switzerland": The Ländler Bands of Jost Ribary and Heiri Meier. "Alpenveilchen," "Mit Sang und Klang," "Alti Zyte," "Morgesunne," twelve others. Monitor MF 353, $4.98.	Unless you have an ulterior motive for buying this disc (namely folk-dancing to it) you'll probably find that all these pleasant country dances sound discouragingly alike after a while. The two little Ländler bands (clarinet, Schwyzer organ and bass fiddle) play away with undoubted good will and no little energy, but it's just too much of the same.
"The Clancy Brothers and Tommy Makem." "The Moonshiner," "Whistling Gypsy," "Tim Finnegan's Wake," "The Old Orange Flute," "Brennan on the Moor," "A Jug of Punch," "My Johnny Lad," five others. Columbia CL 1648, $3.48.	Now here's a folksinging group that's a folksinging group! The three Clancy Brothers and Tommy Makem never bothered to dream up a fancy name for themeslves, nor do they bother to dream up fancy arrangements for their songs. They just sing away with lusty joviality and a spontaneous, infectious enthusiasm that puts them well in a class by themselves. Even granted that this repertoire is limited to Irish songs, they manage to achieve a greater variety than all the Kingston Trios with their multilingual, multicolored song stylings. My only complaint about the album—surely one of the year's best—is that it's too short: less than fourteen minutes per side. Sure, the lads sound as if they could have sung all night!
"Sea Shanties": The Male Chorus of the Robert Shaw Chorale. "Lowlands," "A-Roving," "Santy Anna," "Shenandoah," "Blow the Man Down," eleven others. Victor LM 2551, $3.98.	A landlubber's-eye view of a dozen familiar shanties, but a reasonably effective one at that. The Shaw Singers sail along with gusto, enthusiasm, and of course, a full measure of professionalism. By and large they even manage to divert attention from the fussy and pretentious arrangements.
"Billy Edd, U.S.A.": Billy Edd Wheeler and Joan Sommer. "Black Jack Davy," "Lonesome Valley," "Wind Spiritual," "The Tailor and the Maid," "Just So He Come," "Nine Hundred Miles," nine others. Monitor MF 354, $4.98.	Both Billy Wheeler and Joan Sommer are making their first appearance on disc, but both would seem to be talents of the very first order. Miss Sommer has a husky, dark-hued contralto voice, strong, yet possessed of gentleness and warmth; her solo singing of three short ballads whets the appetite for a more representative sampling of her art. Billy Edd Wheeler, on the other hand, is not only a singer of spirit and buoyancy, but a gifted folk composer as well. In the best tradition of John Jacob Niles (who, appropriately enough, contributed the introductory liner notes). Wheeler fashions his original songs from fragments of authentic material, and makes them ring true.
"Folksongs at the Lion's Head": Ellen Behnke. "Red Rosie Bush," "Tell Ol' Bill," "Alberta," "Willow Tree," "Captain," "Dink's Song," "Ten Thousand Miles," "Leather Wing Bat," four others. Walden 400, $4.95.	This disc debut ushers in another talent of great promise: Ellen Behnke, a "find" of the Greenwich Village folksong bistro named in the title. She has a sturdy, pleasing voice, and a sympathetic understanding of the Anglo-American balladry she offers here. In company with Kennetha Stewart, her expert arranger and guitar accompanist, Miss Behnke also evinces a welcome bent for forthright, uncluttered performances.
"Mon Canada": La Société de la Chorale Bach de Montreal, George Little, conductor. "A la claire fontaine," "Touro-louro," "A la venue de Noël," "Le Bal chez Boulé," "Les Mots latin," fourteen others. Vox STPL 511860 (Stereo), $5.95.	There is a certain aura of old-world charm in this pleasing garland of French-Canadian airs—Christmas Carols, dancing tunes, ballads, and love songs. The performances by the Montreal Bach Chorale are delicate and tastefully refined: each song emerges as a graceful and carefully shaped concert miniature. —Robert Sherman

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AUDIO '61

AS WELL as ranging through a diversity of new equipment, this year's Audio Show at the New York Trade Fair Building (Eighth Avenue between 35th and 36th Streets) promises to be one of the quietest in a succession dating back to the late Forties, when the Audio Fair was launched in the Hotel New Yorker. With many manufacturers eager to demonstrate the resources of their stereo amplifiers and preamplifiers, headphones will be observed in more and more use. Not only do they localize the sound in a way no speaker system, however sound-proofed, could; they provide the ultimate thus far devised in stereo channeling, a special consideration with stereo multiplexing about to be programmed by FM stations in many parts of the country.

Indeed, it will be noted that headsets will be demonstrated by many manufacturers. Among them are AKG of Vienna, S. G. Brown, and Koss Electronics, the latter being pretty much the pioneer in the American market. As one who has experimented with the Koss products, I can vouch that there is much to be said for them (especially for city dwellers whose music listening may be impaired by extraneous noises). There is, however, a need for good connections when they are first fitted to the amplifier, and this calls for the skills of a serviceman.

As for stereo multiplexing itself, the new form of FM broadcast approved in June by the FCC will be reflected in several areas: in the equipment to receive it (primarily tuners and amplifiers) and the means to perpetuate what is broadcast, through tape recorders and reproducers. Ampex, for example, is introducing an all-in-one music console; this is not only a self-contained record player and tape recorder, but is also provided with the tuner and controls to feed the incoming signals direct to the tape recorder. Other tape recorders will be shown by Norelco, RCA, Revere Camera Company, Tandberg, and Viking.

As a sign of the newest dimension in the perspective of home listening, several FM stations will have exhibits, some for the purpose of demonstrating the way multiplexing works in stereo, others to outline their plans for broadcast schedules.

The hours of exhibit for the public are 4 p.m. to 11 p.m. on September 14 and 15, 12 noon to 11 p.m. on September 16, and 1 p.m. to 6 p.m. on September 17.

—I.K.

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GLASER-STEERS. Record changers. New GS-77T stereo-monaural changer. 345.

GRADO LABORATORIES. Cartridges, tone arms. Four new stereo cartridges. 346.

GRAY MANUFACTURING CO. Tone arms, turntable kits. New broadcast tone arms 208-S, 208-S/G. 623.

GROMMES PRECISION ELECTRONICS, INC. Components, PA systems. New tuners, receivers, with and without multiplex; stereo amplifiers; "Precision Custom" kits or wired components. 507.

HARMAN-KARDON, INC. Components, Citation kits. New T300X AM-FM multiplex tuner, three adapters. 552.

HARTLEY PRODUCTS CO. Loudspeakers, enclosures. New 220MS speaker. 518.

HEATH CO. Components. AS 51 speaker system; AA-11 stereo preamplifier with push-button controls. 430.

KANE-MARK. Decorator stereo systems. Custom designed cabinets. Saba stereo components, TV projector. 520-521.

KARG LABORATORIES. Stereo FM tuners, adapters. New stereo FM tuner, multiplex adapter, crystal remote control for multiplex tuner. 331.

KLH RESEARCH AND DEVELOPMENT CORPORATION. Loudspeakers, FM receiving system. New Model 10 loudspeaker system, bookshelf size; Model 8 AS auxiliary speaker, Model 8 PR preamplifier. 418-422.

KOSS ELECTRONICS, INC. Stereo headsets and accessories. New K-29 Port-a-Pac tape monitor, PL-61 portable stereo record player, with headsets. 526.

LEAK DIVISION, British Industries Corp. Amplifiers, preamplifiers, FM tuners. 635-637.

LECTRONICS OF CITY LINE CENTER. Pickup arms, speakers, amplifiers. New stereo amplifier; three I.M.F. Series speakers, prototype of tone arm. 426.

LONDON RECORDS, INC. New "Phase 4" stereo in "Sound Series" of popular music. 527-528.

MCINTOSH LABORATORY, INC. Stereo amplifiers, preamplifiers, tuners. 309.

MARANTZ COMPANY, INC. Preamplifiers, amplifiers. New Model 9 70-watt amplifier, multiplex signal generator. Experimental multiplex tuner. 308.

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MOTOROLA. Stereo, FM stereo. New TV and FM stereo units in Drexel cabinets. 442-443.

NESHAMINY ELECTRONIC CORPORATION. Speaker systems. New speaker kit Model Jan-Kit 41. 407.

NORTED AUDIO CORPORATION. Neumann cartridges, arm, turntables, preamplifier; Beyer headphone; Gotham 150-watt amplifier; Norted speaker system. 321-325.

NORTH AMERICAN PHILIPS CO., INC. Norelco tape recorders, high fidelity equipment. Three new Continental tape recorders, one portable. 446-447.

OMEGA ELECTRONICS CORPORATION. New fully transistorized 60-watt stereo amplifier and preamplifier. 646.

ORR INDUSTRIES (AMPEX). Magnetic tape, stereo tape recorders. New tape library system, multiplexing. 348.

PACO ELECTRONICS CO., INC. Kits, wired components. New MA-100 adapter; ST-25 FM tuner kit; ST-26 tuner-amplifier kit; L3 semi-speaker kit. 438.

PENTRON ELECTRONICS CORPORATION. Magnetic tape recorders, air purifiers, repeater cartridge units. Two new stereo recorders, portable recorder, repeater cartridge recorder. 532.

PICKERING & CO., INC. Arms, cartridges, turntables. Stanton Calibration Standard Model 381 cartridge. 537.

PILOT RADIO CORPORATION. Components and consoles. Multiplexers Models 100, 200; multiplex receivers 602S, 602M, multiplex tuner 380. 529-534.

PREMIER ALBUMS. Classical and popular records. New releases. 444.

RAVENSWOOD. Consoles, components, portable stereo phonograph, TV. "Reflection Coupler" speaker systems. 648-649-650.

RCA CORPORATION. Records, tape reels, tape cartridges. FM-stereo radio built into tuner and FM-stereo radio adapter. 420-421-423.

REK-O-KUT CO., INC. Turntables, tone arms, loudspeakers. New Stereotables, Sonoteer speaker, Auto-poise. 627-628.

REVERE CAMERA CO. Tape recorders. New T-2200 stereo tape recorder, and T-2200C stereo companion. 611.

ROBERTS ELECTRONICS, INC. Stereo tape recorders, "white sound" medical equipment, headphones, distribution panel. New stereo recorders Models 990, 1040, 440, monaural recorder Model 192. 600.

ROCKBAR CORPORATION. Goodmans loudspeakers, speaker systems in cabinets, vibrator generators, Collaro record changer, tape recorders. 541-546.

ROCKFORD SPECIAL FURNITURE. Hi-fi cabinets. 437.

SCOPE ELECTRONICS. EMI speakers. New Model 600 dual channel amplifier; Model DLS1 studio monitor speaker system with amplifier; Model DLS 529 bookshelf speaker system. 402.

H. H. SCOTT, INC. Stereo components. New amplifiers, multiplex tuner; three speaker systems; multiplex tuner, control center, amplifier, multiplex adapter kits. 640-642.

SHERWOOD ELECTRONIC LABORATORIES, INC. Stereo amplifiers, tuners, receivers, adapters, speakers, furniture. New multiplex receiver, tuner, two adapters. 509.

SHURE BROTHERS, INC. Microphones, tone arms, cartridges, components. Component system; contest. 428.

SUPEREX ELECTRONICS CORPORATION. Stereo headphones with separate woofers and tweeters, and crossover network. 639.

SUPERSCOPE, INC. Sony tape recorders, Sterecorders, microphones. New compact Model 111 tape recorder. 542.

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TANDBERG OF AMERICA, INC. Magnetic tape recorders. New Model 65 stereo playback tape deck. 340.

TANNOY (AMERICA) LIMITED. Speakers and speaker systems. 645.

THORENS COMPANY. Turntables, tone arms, cartridges. Three new Thorens turntables; two kits; Ortofon stereo arms and cartridges. 349.

TIME RECORDS, INC. Phonograph records. New releases include "Overture—American Musical Theatre" and Contemporary Sound Series. 441.

UNITED ARTISTS RECORDS, INC. Classical and popular records. 440.

UNITED AUDIO PRODUCTS. DUAL turntable/changer, DMS-900 magnetic cartridge, WIGO speakers. New DUAL Custom turntable/changer, base. 403.

UNIVERSITY LOUDSPEAKERS, INC. Speakers and speaker systems. New Classic Mark II three-way speaker system. 328.

VIKING OF MINNEAPOLIS. Tape recorders. 86 Series recorder compact, stereo recorder and player. 619-621.

WABC. FM broadcasting. Information about operation of WABC. 305-306.

WARMAN PRECISION PRODUCTS CORPORATION. Tape recorders and accessories. New stereo four-track Graetz tape recorder, accessories. 538.

WDHA-FM. Stereo broadcasting of serious music. Broadcast from show on self-built multiplex generator. 434-435.

WEATHERS INDUSTRIES. Speakers, turntable, professional pickup system. Two new full-range, small size speakers. 601.

WHARFEDALE DIVISION. British Industries Corp. Loudspeakers and speaker systems. New W60PR and W70PR, W40 speakers; B67 universal mounting base. 635-637.

WILDER ENGINEERING PRODUCTS. Loudspeakers, components. Twin stereo speakers, "Playmate" enclosure. 505.

WLIR. Stereo FM broadcasting. Daily four-hour stereo FM broadcast direct from the show. 405-406.

WNCN. FM broadcasting. Information booth, program guide, FM broadcasting from the show at given intervals. 323.

WOLLENSAK OPTICAL COMPANY. Tape recorders. New T-1700 home/auto tape recorder. 605.

WRFM. FM broadcasting. Hospitality booth, program guide, explanation of activities; broadcasting from show. 604.

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Santa Fe

Continued from page 43

as much as the incisive bite of his "Threepenny Opera." If anything, Marcellus Schiffer's original libretto proved that absurdity carried beyond a certain point exerts an inexplicable attraction all its own.

Under the circumstances Hindemith wrought veritable miracles with his engaging score. There are polyphonic marvels in the numerous choral numbers, and the orchestral texture sparkles with subtle solo effects. The love duet parody sung by the woman and her would-be seducer is an opera connoisseur's delight, and the bathroom scene, ludicrous as it may seem, builds up to a magnificent musical climax that is somewhat spoiled, unfortunately, by the subsequent overly long finale.

Conducting with his well-known skill, the composer kept things moving at such a pace that the weaknesses of the story went almost unnoticed. The continuous rhythmic drive and staccato quality of the music found a perfect match in a riotous production that was all color and youthful vigor, thanks to Mr. Moreland's imaginative staging, which made the most of the natural appearance and talents of the young cast, headed by Marguerite Willauer and Theodor Uppman as the desperate couple. Loren Driscoll's Handsome Mr. Hermann was an uncanny combination of Liberace and Elvis Presley. Elaine Bonazzi and Andrew Foldi sang and acted beautifully as the scooping reporter and the bigger and better businessman. The difficult choral parts were confided to the young artists who enlisted in the company's yearly apprentice program. Their fine voices added significantly to the total effect of the score.

When rain cancelled much of the first night's performance, some felt that nature had done the composer a good turn because shortly after the beginning of the second and last act the action nearly stops. The second-night rain threatened to spoil the very end. However, the audience simply pulled their raincoats above their heads and refused to budge, evidently delighted with the divertissement nature of the latter parts of the opera, especially choreographer Andrew's hilarious parody of a classical ballet scene. The final, undisturbed performance merely confirmed that the Santa Fe Opera had indeed hit upon the perfect thing for a New Mexico summer night. The company is about ready to depart for Europe, where it will represent the United States at the forthcoming Berlin Festival. No news of the day could be more welcome.

—Alexander L. Ringer.

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MUSIC TO MY EARS

Music on the Schneider Plan in Israel

TEL AVIV.

LIKE AN Olympiad in Greece, a music festival in Israel is as natural as water running downhill. This has been a singing land since the dawn of time, and its ancient heritage is still preserved in a community where song and dance are as much a part of life as storm and strife. Which is why, perhaps, no one had given thought to a formal music festival before this year.

There is every reason why Israel should lag no longer behind the growing list of countries with music festivals, though they may have precious little music otherwise. It is an absorbing place to be and to see; it is as readily accessible by jet from such a midcontinental point as Paris or Rome as, say, Vienna used to be by piston plane; and it has one of the most avid audiences for music to be found anywhere in the world. They listen to the Opus 127 quartet of Beethoven as audiences elsewhere listen to a Tchaikovsky symphony, with more than a few hands fluctuating in time to the serenely eloquent measures of the slow movement traced by the Budapest Quartet in its best-mannered manner.

Thus the tourist who flies in on one of numerous airlines servicing Tel Aviv —and one happy choice is Israel's own El Al, which wings its way from New York like a homing pigeon—will find himself in, and of, a community in which music is less a luxury than a necessity. Perhaps in a desire to avoid phonetic confusion, there is no TV in Tel Aviv (or Israel generally) and the warm air seems almost to breathe its gratefulness. Formerly this was a blank season musically, during which the seaside dwellers went inland to the hills, and the mountain dwellers came down to the seashore. What has changed all that is air conditioning, which has made the indoors habitable during this hot season of the year, and enabled local authorities to offer something more than horizons and history for the international traveler in his high season.

As of this first, experimental year, the Israel Music Festival is something of a catch-all—one part homage to Pablo Casals, who will take part in public performances later on, then preside over a competition for (naturally) cellists; one part an Alexander Schneider "package" (albeit a blue ribbon one, with cellist Leonard Rose, violinist Isaac Stern, and pianists Rudolf Serkin and Eugene Istomin surrounding the inner bundle labeled Budapest); and a third smaller part recalling that this festival is, after all, in Israel and the country has some musical identity worth an allusion.

In the opening concert in Tel Aviv's shiny new Frederic Mann Auditorium (a duplicate of the one the night before in Jerusalem, at which time this listener-to-be was still packing prior to departure from New York's Idlewild Airport), the local flavor was more pronounced than it will be later on. In addition to mezzo Maureen Forrester, who was heard in works of D. Scarlatti, Bach, and Haydn, and a string ensemble under the participating direction of Schneider, there was the first-rate "Rinat" choral ensemble directed by Gary Bertini, which joined in performances of Paul Ben-Haim's skilful motet "Sing, O Barren Land" and Darius Milhaud's new cantata "Bar Mitzvah Israel."

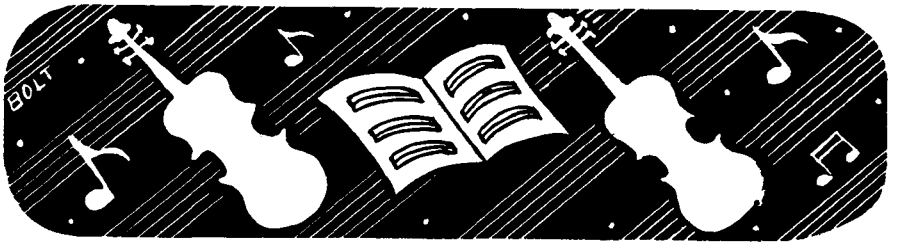
THE latter, for which the composer's presence was promised, was commissioned from him last year. It takes its color and shape, as well as its title, from the coincidence that the first music festival is concurrent with the thirteenth year of Israel's independence, thus entitling this rugged youth among nations to its ceremony of Bar Mitzvah, or confirmation. A happy enough idea, it turned out to be a less than wholly happy work, in which cerebration rather than celebration was a dominant impulse. Colorations suggestive of the land and its people were oddly mingled with dissonant contrapuntal lines out of Milhaud's ample stock. It has its moments of distinction and meaning, but fewer elements of exultation or joy than one would have expected of Milhaud in such circumstances. As illness prevented him from being present, Milhaud's place as conductor was taken by Bertini, who did a challenging task well.

Almost as ear-catching as the music being performed within it was the celebrated Mann Auditorium, named for the Philadelphia philanthropist (and music lover) whose generosity contributed substantially to its realization. It is in the new mode of halls, with an inner core of auditorium surrounded by wide glassed-in foyers and promenades. For good fiscal reasons, the inner hall is air-conditioned, the surrounding areas not. It is a bright, comfortable place seating 3,000 in relative intimacy, and so superior to anything formerly available in this part of the world that disabilities are scarcely mentionable.

Yet, for those who rate new halls on the international scene, Mann Auditorium must be cited as a better hall for applause than for music. That is to say, the sound of hand-clapping stirred up by Miss Forrester's singing of the younger Scarlatti's "Salve regina," "Erbarme dich" from the St. Matthew Passion (sung in English), and a Haydn song provided with an orchestral background by Schneider, was funneled toward the stage in surging waves. But the music that comes the other way tends to spread out and dissipate in the modified U-shaped room, for lack of proper reflecting surfaces at the open end. There would seem to be some relatively simple solution to this problem, and it is likely to be achieved once the acousticians and their graphs have been retired to a proper place of honor in history.

As for the package part of the plan, which has been holding yearly reunions in such places as Perpignan and Puerto Rico since its inaugural in Prades a decade ago, it continues to be congenial, companionable, and, best of all, not complacent. A Beethoven cycle by the Budapest Quartet is worth traveling a good distance to hear, even the good distance to Tel Aviv, and in the sides chosen up by the participants are combinations of Istomin and the quartet (in works of Dvorak and Mozart), Istomin, Stern, and Rose in trios (Beethoven, Brahms, Ravel, Mendelssohn, etc.), Serkin and the quartet, Serkin and Casals, Casals and the quartet, etc. They have the good sense, too, to pitch their pipes by some sea or the other (the Mediterranean, the Caribbean, etc.) so that there is refreshment for the body as well as the spirit where they travel. Music on the Schneider plan finds its predestined destination in Israel, for players, audience, camp followers, even critics.

—IRVING KOLODIN.



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USSR

Dimensions of Dictatorship

"The Politics of Totalitarianism: The Communist Party of the Soviet Union from 1934 to the Present," by John A. Armstrong *(Random House. 347 pp. $7.50), presents some findings made in intensive postwar studies of the USSR from the Stalin purges to the Khrushchev blasts of today. Herbert S. Dinerstein, who is the author of "War and the Soviet Union," is a member of The Rand Corporation.*

By Herbert S. Dinerstein

WINSTON CHURCHILL once described the politics of the Soviet Union as a riddle wrapped in an enigma. At that time there was some justification for the helpless inability to distinguish the motive forces of Soviet society and to understand their operation. The Soviet Union, despite the millions of words uttered and written about it, was really little understood. Since then our knowledge has improved enormously for a number of reasons. Perhaps most important was the expansion of Soviet studies in the United States, notably at Columbia and Harvard, which multiplied the number of trained specialists on various aspects of Soviet society and, in turn, the number of solid monographs. Other countries have also made notable contributions to our knowledge, but the largest share has been ours.

Secondly, at the end of the war hundreds of thousands of Soviet citizens who had been drawn into German service, willingly or unwillingly, preferred to remain behind rather than explain their conduct to the Soviet police. This emigration has produced a large and scattered record in the form of books, mimeographed manuscripts, and unpublished protocols of interviews, all of which have vastly improved our understanding of the Soviet system. On the whole, these memoirs have been more useful and reliable than was generally expected. Moreover, a small but immensely valuable collection of Communist Party records from the Smolensk district, seized by the German Army, constitute the only documentary source material on internal Party affairs.

Finally, the need for a partial break with the Stalin tradition caused Nikita Khrushchev in his famous secret speech to reveal much that had been concealed in the Soviet Union. By that time the accretions to our knowledge, just described, deprived these revelations of much of their novelty, but they confirmed the validity of postwar research on the Soviet Union.

In order to make this new information generally available, a committee, composed of the leading scholars in the field, has commissioned four books on the Communist Party of the Soviet Union. The first of these, by Leonard Schapiro of the University of London, which covered the whole subject brilliantly, appeared last year. The second, John A. Armstrong's "The Politics of Totalitarianism: The Communist Party of the Soviet Union from 1934 to the Present" has just been published. Appropriately enough Professor Armstrong belongs to the younger generation of scholars trained since the war. The remaining two volumes will cover the period before 1934.

Although it has greatly increased our knowledge is still full of gaps, as Professor Armstrong is at pains to point out in his Introduction. We know more on the whole about the period before Stalin's death than about the period since. This statement needs explanation in view of the widely held, and correct, belief that Soviet society has become much more "open" since 1953. Nevertheless the earlier, more "closed" period is better understood both because of the superiority of hindsight and because postwar scholarship has focused on that time span. For the period since 1953 we have easier access to Soviet society but our understanding is not as good. The book under review reflects these differences in our comprehension. The period until 1953 is described in bold, confident strokes; the period since is presented with greater diffidence and in greater detail.

IN the first half of his book Professor Armstrong furnishes a lucid account of the development of dictatorship in the Soviet Union. He lays great emphasis on how the collectivization of the peasants from 1928-1933 demoralized the Party cadres. When Stalin purged the Party in successive stages between 1934 and 1938, the instruments of terror now became its victims. Knowing from their own experience how inexorable the system was, they submitted passively to their fate. The

Your Literary I. Q.

Conducted by John T. Winterich

TAKE-OFFS, SORT OF

Parody has been a popular type of literary composition with writers and readers for more than two thousand years. Elizabeth Keen of New Wilmington, Pennsylvania, offers a cluster of well-known parodies and asks you to match title, author, and writer parodied. Key Columns Two and Three on Column One. Answers on page 53.

1. "Savonarola Brown"	( ) Amy Lowell	( ) Homer	
2. "The Higher Pantheism in a Nutshell'	( ) John Philips	( ) William Wordsworth	
3. "Dialogues of the Gods"	( ) Max Beerbohm	( ) T. S. Eliot	
4. "A Classic Waits for Me"	( ) Henry Fielding	( ) Alfred, Lord Tennyson	
5. "Joseph Andrews"	( ) Cyril Connolly		
6. "Isabelle"	( ) Bayard Taylor	( ) James Russell Lowell	
7. "The Splendid Shilling"	( ) Lucian		
8. "A Critical Fable"	( ) James Hogg	( ) Robert Boyle	
9. "Told in Gath"	( ) E. B. White	( ) S. T. Coleridge	
10. "A Meditation Upon a Broom-Stick"	( ) Lewis Carroll	( ) Robert Southey	
		( ) Samuel Richardson	
11. "Peter Bell: A Lyrical Ballad"	( ) Algernon Swinburne	( ) John Milton	
12. "Chard Whitlow"	( ) Jonathan Swift	( ) Robert Browning	
13. "Angelo Orders His Dinner"	( ) Henry Reed	( ) Aldous Huxley	
		( ) Walt Whitman	
14. "You Are Old, Father William"	( ) Lord Byron	( ) William Shakespeare	

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Koestler picture of the treason trials as the last service of the Old Bolsheviks to the Party is placed in perspective. Only those who had confessed were publicly tried; the great majority were quietly done to death. After 1938, contrary to the popular image, the purges stopped, but the terror they had called forth persisted until the death of the dictator. The great mass of the population and Party cadres were inert; only Stalin's entourage were permitted to differ on matters of major policy until he decided how to proceed.

SINCE Stalin's death, the scene has been much more complex. A struggle for power, deceptively described as collective leadership, has been followed by the consolidation of Khrushchev's position. It is to the exposition of the new order that the second half of Professor Armstrong's book is devoted. He seeks to understand the most recent period in terms of the main issues of the earlier period. Thus he examines the problems of agricultural organization, particularly the role of the MTS (machine tractor stations). He ponders the changing relationship between the regional and the central Party officials. The education, background, and outlook of the party leader of the Sixties are compared and contrasted with that of his father in the Thirties. We are furnished with an account of the extremely complicated personnel politics of the secretariat, the Presidium, and the Central Committee, and Professor Armstrong succeeds quite well in the difficult task of relating these shifts in job assignments to differences in policy.

The author scrupulously avoids the temptation to pretend, by easy generalizations, that he understands the present period better than he really does. Instead he performs the genuine service of showing how our carefully acquired knowledge of the past can be applied to a better understanding of present-day Soviet society.

The People of the State

"House Without a Roof," by Maurice Hindus *(Doubleday. 550 pp. $6.95), tells what it is like to be the man in the street in the Soviet Union these days. "Red Phoenix: Russia Since World War II" is Harry Schwartz's latest book.*

By Harry Schwartz

IN THIS volume Maurice Hindus has produced one of the best—perhaps the best—"I was there and saw it all with my own eyes" books about the Soviet Union in a long time. Anyone who wants a perceptive and informed picture of Russia as seen through an experienced pair of eyes can do no better than to read this volume. One reason for these merits, of course, is that Mr. Hindus is among our most venerable and veteran students of that intriguing country and brings to bear in this book the wealth of knowledge accumulated over more than a half-century's absorption with—and frequent residence in—the USSR. To this rich background he has added the personal observations of trips in 1958 and 1960, plus an informed study of the key Soviet newspapers.

It is the ordinary Soviet citizen that interests Mr. Hindus. What is going on in the minds and lives of workers, peasants, and intellectuals in Khrushchevian Russia? What about the position of women, of Jews, of Uzbeks and other minority groups? What is the shape and promise of the new industrial Siberia, which bulks ever larger on the Soviet scene? It is these questions that Mr. Hindus has tried to answer in human terms, largely on the basis of conversations with Soviet citizens and of personal observation, which includes comparison with the past as the author remembers it.

The best parts of this very good book are those in which Mr. Hindus is able to focus on that which he has seen and heard and experienced. He gives a vivid picture of Uzbekistan, for example, and of the lessons it teaches regarding the origins of Soviet policy toward the underdeveloped countries. His account of the Baptist challenge to Soviet Communism is one of the best essays ever written on an aspect of religion in the Soviet Union. He presents a wonderful vignette of what a hunter's life is like in Siberia, including a detailed account of how the animals contributing the furs to milady's sable coat are caught without damaging their expensive outer covering. His account of the changing mores—cultural, economic, and even sexual—in Russia's peasant villages is one of the most illuminating this reviewer has ever seen. And his balance sheet of the position of the Soviet Jew in Russia today comes close to being a model of how to report fairly a very complex and often misunderstood situation.

BUT if Mr. Hindu's technique of talking to the people rather than to their rulers and avoiding—for the most part—the techniques of Western Kremlinologists has many virtues, it also has defects, which show themselves in this volume. He notes, for example, how ill-informed so many Soviet citizens are on so many aspects of the outside world. Yet he never finds room even in a 550-page book to consider the full importance of the systematic Kremlin effort, even in this period of relative relaxation, to mold the minds of the Soviet people by deciding what they may and may not know. Putting the point another way, in his absorption with the Soviet citizen as an individual, Mr. Hindus tends to overlook, or at least not to emphasize adequately, the extent to which that individual even now is at the mercy of the Communist Party's orders, brainwashing, and molding. The future development of Soviet society, in short, depends upon forces at the center, which Mr. Hindus slights, as well as upon the trends within the population, which he emphasizes.

Nevertheless this book's defects are far outweighed by its virtues. No writer, in English at least, has yet done a better job of describing the complex and astonishing society that has emerged after four decades of sacrifices, indoctrination, and incredible hard work by the Soviet people, our greatest competitors today, but also in many ways our most ardent and warm admirers.

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Everyman in Moscow

"Only in Russia," by Howard Norton *(Van Nostrand. 236 pp. $4.95), and* ***"High Heels in Red Square," by Eliane Jacquet,*** *translated by Gerry Bothmer (Holt, Rinehart & Winston. 209 pp. $4.50), reflect the graver and the lighter aspects of life in Moscow as experienced respectively by an American correspondent and a French student. Oriana Atkinson wrote of her own year in the Soviet capital in "Over at Uncle Joe's: Moscow and Me."*

By Oriana Atkinson

HOWARD NORTON was the Moscow correspondent of the *Baltimore Sun*. With his wife and four children he lived in the ancient Russian city for three and a half years. Any man who lasted three and a half years, trying to gather information and news for his paper, bucking the Russianness of the Russians, contending with the eternal mountains of red tape, not to mention the unpredictability of the censor, that man deserves our earnest attention.

In his bright, brisk, readable book Mr. Norton puts aside politics (as much as politics can be put aside in a book on the USSR). Instead, he brings us up to date on modern Soviet living conditions, and, among other things, thereby enlightens us on Russia's preeminence in science. This preeminence stems not only from the fact that thirteen out of twenty university graduates get degrees in science or engineering, nor from the fact that there are 720,000 graduate engineers at work in the Soviet Union today. (They can't all be experts; there must be a few duds.) The real reason seems to be that the scientists are the darlings of the State and live like gods compared to other citizens. Therefore most students choose to embrace science.

As an example of the grandeur of the scientific life, Mr. Norton tells us about the president of the Academy of Sciences. This Olympian is paid the equivalent of $120,000 a year plus. He enjoys a dazzling list of fringe benefits, including free medical and hospital care and free convalescent and rest care. He is provided a rent-free country home, a luxurious, large town apartment with servants to attend him and his family, an automobile and a chauffeur. He may hold additional jobs; moonlighting is not forbidden. He has the State's permission to write as many books as he wishes to and to earn royalties up to 50 per cent of his salary – $60,000. He may retire at the age of sixty with a pension of $60,000.

This lushness extends in slow diminuendo down the scale to the lowest levels in the field of science. While the Soviet scientist concentrates on interplanetary problems, the State solves all the problems of his life on earth. His only trouble is to find something in the Soviet shops worth spending his money on.

The income tax is 11 per cent. Rent is very low. This leaves the high-salaried official and the popular movie star and the well-paid writers and so on (these are next to the scientists in glory) with plenty of money and nothing much to do with it.

While Mr. Norton was in Moscow the Russians' chief indoor sport seems to have been writing indignant letters to the newspapers complaining of the nagging annoyances that abrade the nerves. The housing shortage, the lack of privacy, the wearying business of Soviet-style shopping, the accursed queues, the insurmountable difficulties of anything whatever to do with the ownership of an automobile—these draw the wrath and scorn of the people. Y. Karavia, an architect, wrote, "Communism opens up boundless horizons for human independence to blossom fully." He might better have written, ". . . for human *endurance* to blossom fully." Yet these letters of complaint only mirror surface irritations. The Russian people know that greater issues are at stake. And back of the giant steps like the launching of sputniks and the man-into-orbit achievements comes the slow, steady, unfaltering plodding of the masses. In spite of bitter hardships and in spite of hope long deferred, their courage persists. Mr. Norton's book is quiet proof that in Russia, at least, Communism is no passing fancy.

Somewhere in her pages Eliane Jacquet says, "Definitely something has changed in the kingdom of Russia." It has, indeed. This young lady was permitted to travel more freely than foreigners usually do, and she met a score of students in Moscow with no more difficulty than she would have had in meeting French students in Paris. Being able to speak Russian, as Miss Jacquet was, is, of course, the magic wand that touches Russian hearts, loosens Russian tongues, and opens Russian doors. Being young, good-looking, and French doesn't hurt, either.

Her fraternization with the male students resulted in one very torrid romance and numerous tepid ones. (Her faith in her own charm is unshakable.) Her encounters with Soviet girls and women were warm, open, and rewarding to all. The young viewpoint and the exchange of ideas with young people are what make "High Heels in Red Square" unique.

"It's true," writes Miss Jacquet, "that in the USSR there is a terrible standardization of intellect, and students lead amorphous, passive lives. (How could manual laborers and peasants suddenly transplanted to university life not be submissive and pleased with their lot and feel that their lives were without problems?) But it is nevertheless true that there is now an élite group, open-minded, curious, sometimes eccentric, eager to travel. They are Marxists, but they are not closed to other philosophic ideas. They are aware that elsewhere the standard of living is higher, but they are not envious and are willing to wait their turn. It is a generation which will give the USSR its poets, artists and philosophers of tomorrow."

Miss Jacquet's book is childlike and haphazard. Characters pop into the text without introduction and depart without farewell. The author is maddeningly vague in many instances, and she omits or evades details that would have given her story greater authenticity. Nevertheless, there is plenty of solid information to counterbalance the featherheadedness. The editing and proofreading are somewhat sloppy, but the translation from the French is breezy and probably reflects the airy style of the original. "High Heels in Red Square" is well worth reading and should be of particular interest to people who lived behind the Iron Curtain before it became as porous as Eliane Jacquet found it.

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Short Stories

Continued from page 31

whose mind is permanently bedeviled by his film-star brother Shelmerdine, and who pathetically apes Shel's glittering *panache* at an annual accountants' dinner. Sweet Nell in "The Necklace" turns out to be a pathological liar and thief. Mr. Pritchett also specializes in bores (there are three stunning specimens lurking here), interestingly screwball women (one is chased round Rome by a large bronze statue: "very late, 1884," she apologizes; "such a bad period"), and wistfully Mitty-fied male failures. He is acutely penetrating (and extremely funny) about the milder, more appealing sorts of psychosomatic disturbance, and has a disconcerting ear for the unexpected *mot juste*: I shall never again go to an all-male business dinner without remembering Mr. Pritchett's epithet for the noise such functions generate—"bullocky." The last story here, "The Key to My Heart," is also the subtlest, I think; Mr. Pritchett is a past-master at oblique hints of unfulfilled sexual attraction, and the tangential blip between a young bill-dunning baker and mad Bentley-driving Mrs. Brackett (she and her husband quarrel, so to speak, by automobile) is one of the most delicate *tours de force* that I have read in years.

LITERARY I.Q. ANSWERS

Column Two should read: 8, 7, 1, 5, 9, 13, 3, 6, 4, 14, 2, 10, 12, 11. Column Three should read: 3, 11, 12, 2, 8, 10, 6, 14, 5, 7, 13, 9, 4, 1.

Coming October 14th

Saturday Review's

Fall Travel

Issue

case urgent

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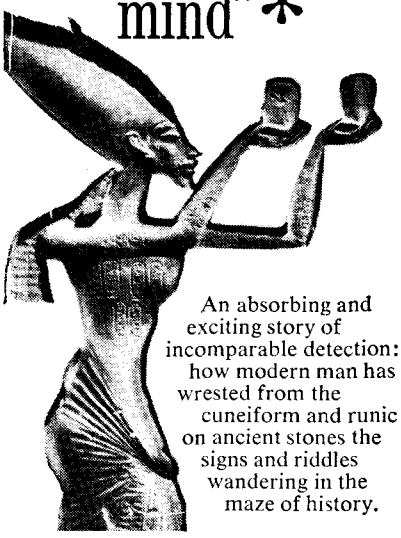

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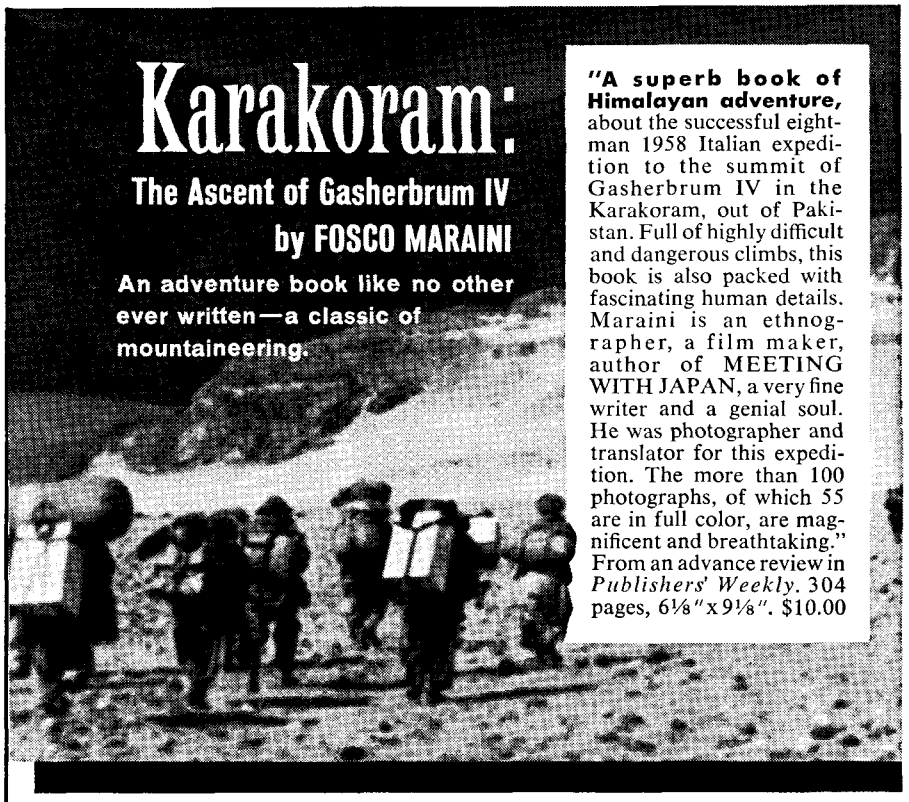

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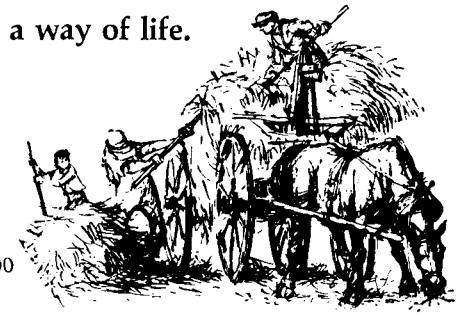

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EDUCATION IN AMERICA

Education Editor: PAUL WOODRING

Associate Education Editor: JOHN SCANLON

SR/EDUCATION
SEPTEMBER 16, 1961

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Who Is Qualified to Write About Education?

WE OCCASIONALLY receive letters protesting that our authors are not well qualified to speak for or about American education. Readers have pointed out to us that some of our writers have never taught in a public school, while others are school or college administrators far removed from the problems of the classroom. They protest that both parents and teachers get less space than they deserve, while some authors are professors of education who take a highly professionalized view of the schools and others are academic scholars in universities whose ivy-clad walls protect them from the realities of the blackboard jungle.

All this is true. But who *is* qualified to write with authority about anything as complex as our educational establishment? Who understands it in all its varied aspects? Who has the necessary background and the broad perspective?

Because we try to take a broad view of all levels of education and to avoid provincialism, the *ideal* writer for our pages would have had experience first as a student and then as a teacher, at all levels of education and in all kinds of schools—public, private, and parochial. He would have studied and taught in many parts of the country, in urban schools, suburban schools, village schools, country schools. He would have studied and taught abroad to gain perspective. He would have had some experience as a school administrator and as a teacher in a teachers college.

He would also be a parent—not of two or three children but of many, including some who are academically talented and others who learn with difficulty. He would have been a member of a school board, a PTA, a citizens' committee for the schools, and a college board of trustees. He would be an employer of graduates of the schools. Obviously he would be a taxpayer—but this is the easiest of all qualifications to meet, for no one avoids taxes.

He would be a philosopher, able to define the goals of education and of life, a historian, able to take the long view, and a psychologist with a thorough understanding of how children grow and learn and develop themselves as individuals. He would have a scholarly knowledge of all the subjects taught in school and college.

Finally—but far from least important—he would be an able professional writer who, through long experience, has learned how to organize a magazine article, how to attract and hold the reader's interest, and how to present his ideas clearly, vigorously, and with style.

We have been unable to find writers who possess all or even most of these characteristics and we doubt that they exist. We hope, however, that over the months and years the limitations and biases of individual authors and editors will balance each other so that a broad view of education may emerge. —P.W.

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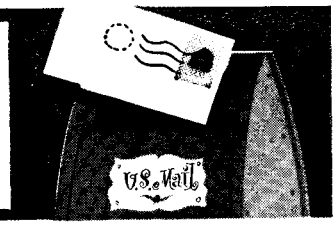
Letters to the Editor



COUNTERBALANCE

To label Sam Brownell as an "Uncompromising Purist" [*SR*, Aug. 19] is both unfactual and unfair. To report that he "produced" a rule book when he but published and circulated rules already in effect when he assumed leadership in "a school system dusty with tradition and resistant to change" is in the same category.

To quote DEA and DFT (teachers' groups) nine times in condemnation and not once in commendation (quotes of this nature were readily available) is biased reporting. To those of us who know and respect Sam Brownell as an outstanding leader in the educational world, a humanitarian of stature, and an indefatigable worker, the account was most regrettably unprofessional. Had the author but reread the editorials in the newspaper for which she reports, she would have found ample material for a balanced and truthful assessment of Sam Brownell's first term as Superintendent in the School District of the City of Detroit.

Charles E. Brake,
Superintendent of Schools,
Wayne County, Mich.

FROM UTAH TO SUSSEX

I am distressed by the thinking exemplified by Edmund A. Banellis's article "From Utah to Sussex" [*SR*, Aug. 19]. This represents an abdication of responsibility not only to the child, but also to the schools of the community. I suggest that Mr. Banellis run for the Board of Education and keep his children at home.

Holly Elliott.
Placerville, Calif.

It is enough to make one's blood reach the boiling point when a pompous, medieval chicken plucker is given three pages of space in a magazine to give vent to the many "soul-searching" decisions he had to make for his little heir. It would make my day complete to read in your next issue that Edmund A. Banellis had been run out of Utah, chickens and all.

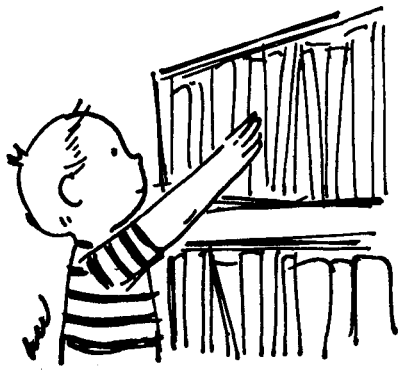
Sandra Lit.
Brooklyn, N. Y.

All poultry producers and people-hatchers from here to Utopia should read George Orwell's essay "Such, Such Were the Joys . . ." or Winston Churchill's "Roving Commission: My Early Life." This should be done before you send your "creative" children to British "prep" schools where the "nonconformist" blossoms "under rigorous discipline." I'm a little nutzed-up. Anyone for tea?

Joe M. Tockman.
Colorado Springs, Colo.

I have just read with mingled amusement and astonishment my good friend Ed Banellis's discussion of why he sent his children to England to school. Let me remind him—and inform your readers—that the "serenely lovely," "physically and intellectually sheltered" Cache Valley, with its "slower living and thinking" and "bread and butter culture," characterized by its "absence of creative challenge"—that this valley of 50,000 people has produced two secretaries of agriculture (William Jardine and Ezra Taft Benson); the chairman of the Board of Governors of the Federal Reserve System during the New Deal, World War II, and Korean epochs (Marriner S. Eccles); a president of the American Bankers Association (Orval W. Adams); the president of the Standard Oil Company of California (T. S. Peterson); a leading atomic physicist (Eugene A. Gardner); a leading irrigation engineer and consultant of many governments (Orson W. Israelsen); one of the world's great agricultural chemists (John A. Widtsoe); a nationally recognized playwright (Grant Redford); and literally hundreds of government administrators, scientists, artists, businessmen, Army and Air Force officers, and university professors, including some now teaching in Europe. The stimulating new U. S. Comsioner of Education, Sterling McMurrin, grew up only a few miles from our valley, as did that acidulous critic of American literature and authority on American history, Bernard DeVoto. How many English (or American) communities of 50,000 can show a better record? According to Professor Edward L. Thorndike of Columbia University, Utah has produced more eminent men per capita than any other state in the United States. May I also remind Ed that Utah consistently leads the nation in the proportion of high school and college graduates.

We can all admit that Cache Valley has some "easygoing," "backward" people. What community does not? But to say that we are any more "provincial" than any other American (or British!) community, or that persons educated here grow up with a warped, complacent attitude toward the world, or that we substitute practicality for intellectuality is going too far. To contend that the American educational system has basic weaknesses is one thing; to give up one's children at the early age of ten to be educated in another culture would seem to be only an eccentricity. Our children may lack perfection in spelling and speak "Cache Valley American," rather than "English," but our literacy rate, educational achievement, and personal development will bear favorable comparison with any English (or Eastern!) village he cares to name.



Leonard J. Arrington,
Professor of Economics,
Utah State University.
Logan, Utah

It's seldom that I get an acute attack of the Spirit of '76, but Edmund A. Banellis's article has brought on a severe seizure.

Louise Douglas.
Dobbs, Ferry, N. Y.

Permit me to file a dissent from some of the conclusions reached by Mr. Banellis. His article is just another instance of the formidable reputation English education enjoys in the States. While I was a Fulbright exchange teacher in Essex, England, in 1959-60, my daughter was enrolled in the eighth grade (i.e., third form) of an English grammar high school. The students were made up of the 15 per cent who had passed the fearsome "eleven-plus" exam and were entitled to attend the grammar school. We found that she was ahead of her classmates in some subjects (notably English grammar) and behind in others—foreign languages and some phases of mathematics are introduced earlier in England. Perhaps the reason is that their school-leaving age is fifteen as compared to our sixteen. After a period of adjustment to their methods of instruction (lectures, note-taking, tests, with little discussion or library individual research), my daughter finished a strong second in a class of thirty-three. Pounds, shillings, and pence brought her math average down! Discipline-wise, she thought her average American junior high school was superior. My point: you don't have to go as far away as England to find a good "hard" school. America has some fine ones, too.

Jean B. Bennett.
Ashville, N. C.

WHO KILLED FEDERAL AID?

Each year when the sweet scent of Congressional adjournment begins to flavor the Washington air, I look forward to a new crop of "Who Killed Federal Aid?" editorials in the educational press. I have not been disappointed once. This year you led the parade.

Why has Congress consistently defeated school aid plans ever since the first such bill was introduced in February, 1870? Why is it that several dozens of federal grants totalling over $8 billion annually have since been enacted but no measure for general school support? Why did Mr.

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Kennedy win his other battles—on unemployment compensation, minimum pay, public housing, depressed areas, etc.—but lose the war over what he called "the most important piece of domestic legislation?" Did all this come about because members of Congress are enemies of education and/or hate children? Or, is it about time to quit searching for the villain and to ask not *who* but *what* killed federal aid? Has the possibility occurred to you—remote though it may be—that the representatives of America's school boards, who are legally and morally responsible for the support and operation of the schools, knew what they were doing when, at their national convention in May, 1961, they voted overwhelmingly to oppose expansion of federal aid to education? Is not the answer to the consistent defeats of school aid that the case for it has not been made but the case against it has?

ROGER A. FREEMAN,
Claremont Men's College.
Claremont, Calif.

EDITOR'S NOTE: *Roger Freeman is the author of "School Needs in the Decade Ahead" (1958), and "Taxes for the Schools" (1960). His statistics and conclusions have been widely quoted by Congressmen who oppose federal aid to education.*

CORRECTION

IN YOUR AUGUST 19, 1961 Educational Supplement, Frank Thompson, Jr., of New Jersey, is described as a Republican. This will come as a surprise to Mr. Thompson, who was a vigorous supporter of President Kennedy in the last campaign.

DAVID J. DYKHOUSE.
Ann Arbor, Mich.

SOVIET SCHOOLS

DEAN KATTERLE'S myth-pricking tour of Soviet schools [*SR*, Aug. 19] clarifies nothing except the need for better educational reporting, and the fact that the dean returned with all of his own myths safely intact. His boorish reference to "our renowned admiral" whose "whirlwind [Soviet] tour" led to "opinions based on superficial information" indicates that he considers his own one-month stand perfectly adequate to support his conclusions (some of which are sharply at odds with those of others—e.g., those reported in the 1960 Office of Education volume, "Soviet Education Programs," based on another one-month stand by three professional educators.).

How is one to assess the highly impressionistic data offered by the dean? He tells us nothing about the number of schools, or classes, or teachers, or administrators he did, in fact, visit, nothing about the length of visits (an hour, a day, a week?), nothing about their size, location, or representativeness. We don't know whether he speaks Russian or, if not, how much of his month's sojourn was consumed in translation, how reliable the translation was, how much time he spent sightseeing, or jousting with Intourist. In short, although the reader is helpless to evaluate the report, if it was a report, he can surely be forgiven for feeling that the dean's trip was very much a hit-and-myth affair.

JAMES D. KOERNER.
Lexington, Mass.

MAKATAB OF BAHAWALPUR

THE ARTICLE by Professor Freeland Abbott on the mosque schools in Bahawalpur [*SR*, July 15] was most interesting to me. Professor Abbott is correct in saying that Minister of Education Rahman was faced with a great deal of opposition, not only from the central government but also from the religious leaders and the land owners of Bahawalpur, which prior to partition had been a princely state, and hence extremely conservative as well as relatively underdeveloped. However, there were many of us, myself included, who felt that the revival of the *Makatab* offered a real opportunity for some basic education within the framework of a semi-feudalistic Moslem culture. I am sure that there are those who would disagree with both the philosophy and the program of the Makatab, just as there are those who disagreed with the medical philosophy of Dr. Dooley in Laos. However, the lesson of the great Chinese leader, Dr. James Yen, has all too often been overlooked in our development efforts. His basic philosophy was: 1) keep it simple—for you are dealing with simple people; 2) make it practical—because early results are the only means through which these programs become institutionalized; 3) make it economical—since you are dealing with people whose resources are so very limited. From my own correspondence with friends in Pakistan and from Professor Abbott's article, it would appear that the Makatab is realizing the goals which some of us thought we saw as long as eight years ago.

RANDALL T. KLEMME,
Vice President,
Northern Natural Gas Company.
Omaha, Neb.

An Engineer's Appraisal of Engineering in the USSR

QUANTITY

The Soviet Union last year graduated 117,000 diploma engineers—three times as many as the 38,000 graduated in the United States.

The Soviet Union expects to expand its graduation of diploma engineers to 145,000 per year by 1965. The present prospects in the United States are that the number of engineers being graduated will remain fairly near the present level of 38,000 per year during these next five years.

It seems reasonable to say that each of the two countries entered this decade with a college-level technically trained manpower pool of the magnitude of 1,000,000.

The snowballing effect of these trends on a comparable base is apparent. The reader who cares to make projections for five, ten, and twenty years can savor the full impact of the result.

QUALITY

Two delegations from the United States engineering profession have visited the Soviet Union in recent years to study their engineering profession. Each of these groups reinforced their personal observations with extensive reviews of the literature prepared by acknowledged authorities.

I was a member of such a delegation, sponsored by Engineers Joint Council, a federation of twenty-three engineering societies. In June, 1961, we reported:

"Our observations on quality lead us to the conclusion that the Soviet engineering education is equal to and in some cases superior to our own."

An earlier investigation by the American Society for Engineering Education led to these observations in May, 1959:

With respect to educational programs, "the range in quality is comparable to that found in the United States," and "receipt of a diploma in engineering in the USSR corresponds roughly in academic content to the awarding of a bachelor's degree in the USA."

This appraisal is made with a full awareness of the ultimate objectives of the Soviet Union with respect to free enterprise and democratic societies such as ours. For these reasons, it is important that we look at the facts, without inflating or depreciating Soviet accomplishments.

—ROBERT M. MAHONEY,
Manager, Industrial Relations Development,
Union Carbide Corporation

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A CRISIS OF CONSCIENCE

A Report on the State of American Education by Sterling M. McMurrin

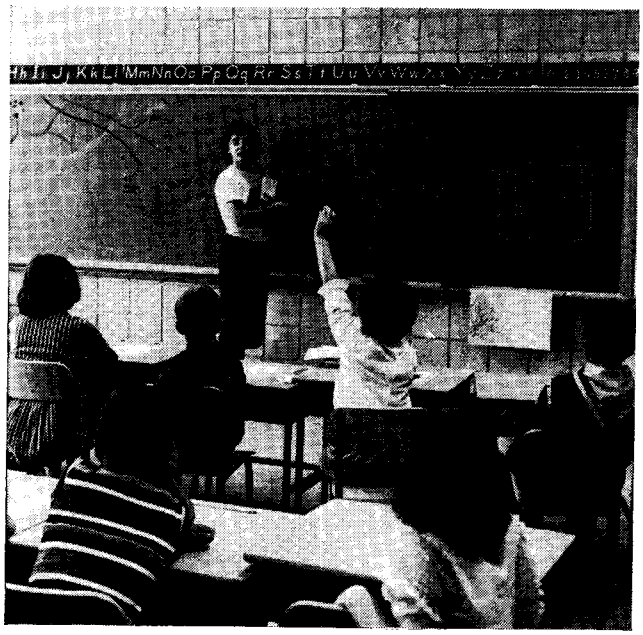
Mr. McMurrin is the U.S. Comissioner of Education. This article is adapted from a statement made by Commissioner McMurrin before the Appropriations Subcommittee of the House of Representatives at the request of Chairman John E. Fogarty.

IN EDUCATION we are facing a crisis of conscience and collectively we are experiencing a sense of national guilt. This consciousness of guilt grows out of the realization that we have failed to establish and maintain an educational program of the quality of which we are capable and which is now essential to the well-being of all our people. There is an increasing concern for our failure to cultivate fully the talents and capacities of our people and a realization that we are not adequately satisfying the demands that our national life now properly and necessarily places upon the educational process. We cannot deny that today we would command far more knowledge and have far more creativity, civic character, and national strength if our schools had been more rigorous in their intellectual discipline and had been more adequately structured to the needs of our society. We have with lavish prodigality wasted the talent and energy of countless persons who should have been educated at higher levels of skills and knowledge, and whose education would have been a substantial asset to a nation that makes an ever-increasing demand for high competence in its people.

I do not mean to recommend that we educate toward narrow nationalistic political ends or for the achievement of cultural parochialism and isolation. Far from it. One of our great needs as a nation is the cultivation of a genuine cosmopolitanism, a world-mindedness that will assure us not only an understanding and appreciation of other cultures, but even an actual participation in them. Without the perspective that such a sophistication would afford, we cannot hope to satisfy the obligation of world leadership that history has conferred upon us.

Nor is this a proposal that we emulate the totalitarian states in regimenting and manipulating the potential manpower of our nation. Nothing could compensate for the loss of freedom that such a procedure would entail, and perhaps nothing could fill the breach that would thereby be made in the foundations of our democracy. The strength of a democratic society can be guaranteed only by a genuine individualism that encourages and protects independence in thought and action. Too often we have been so anxious to accommodate the individual painlessly to his social environment that we have seriously endangered this individualism. But if we are to build full strength into our nation we must invest the individual with a sense of civic purpose and dedication and cultivate in him the internal intellectual and moral discipline requisite to the role of an intelligent citizen in a free society.

Under the stress of adverse world conditions our people are seeking a clear definition of what we have come to call the national goals. For a society that has traditionally concerned itself primarily with the individual and his interests, this is not an easy task. But we can be very sure that unless our educational program at all levels takes careful cognizance of these goals they will not be realized. As our society becomes more complex, with increasing intercommunication, urbanization, and industrialization, and as the nation assumes a larger role of leadership in the free world, and as the body of



—Lew Merrins (Monkmeyer).

—Max Tharpe (Monkmeyer).

"We have not lacked great teaching and we may be grateful for the innumerable . . . dedicated teachers who have provided it."

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available knowledge in all fields continues to expand, the task of education will become immeasurably greater and our schools, colleges, and universities will assume a new importance in both domestic and international affairs.

It is clear that we must achieve broad national perspectives on educational purposes to insure that our educational program develops in a direction commensurate with this increased responsibility. It is here that the Federal Government must play an important role in providing sound leadership as well as material support. But this does not mean that we should in any way depart from the principle and practice of local and state determination and control of our educational institutions, for much of the strength of American education, and indeed of American society generally, is the product of that tradition.

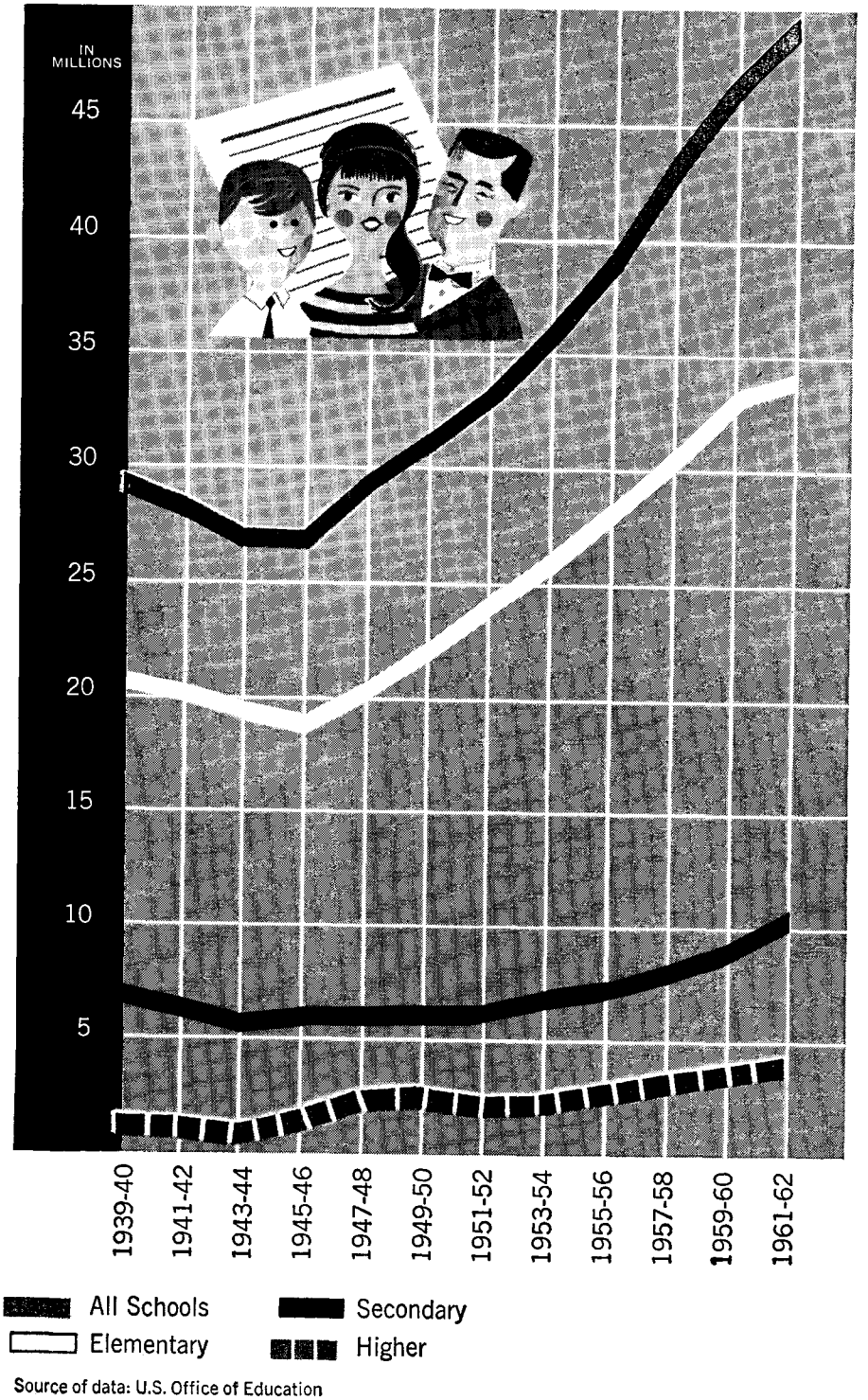
In urging that our education more adequately satisfy our changing social needs, I do not mean to propose that every specific task in our complex social order be allowed to dictate the curriculum of our schools, whether public or private, academic or vocational, elementary or advanced. Already we are in some difficulty at every level, because in our effort to relate education effectively to the lives of the students we have too often divided and splintered until far too much of our energy is dissipated on unrewarding peripheral detail or trivial matters that deserve no place in the economy of a serious formal education. An intensive mastery of fundamental principles and techniques that will have general theoretical application or practical usefulness should replace the not infrequent expansiveness that has made the curriculum attractive and interesting, but sometimes somewhat superficial. It is education in the most basic sense, whether it be in the humanities, the social or natural sciences, in technology or the professions, that will be most rewarding to the individual and at the same time will best satisfy the needs of our society in providing adequate manpower for our trades and professions and in guaranteeing the expansion of knowledge and the disciplined habits of mind that are so crucial to the well-being of our people.

There is a sense in which American education seems destined to become a major testing ground for democracy, for it is a basic assumption of the democratic political ideal that there is a coincidence of what is good for the individual with what is good for society as a whole. It is the faith of a free democratic society that when the good of the individual is intelligently pursued, the well-being of the total social order is in some way enhanced. The task facing the leaders of American education is to so organize and administer our educational institutions that the best interests of every individual will be served and that this process will at the same time contribute to the fundamental quality of our culture and add genuine strength to our national character. We must make sure that the maximum cultivation of the individual's intellectual, moral, artistic, and spiritual capacities that makes of him a genuinely free person yields also the protection and perpetuation of those institutions that are essential to a free society.

Here two things should be kept foremost in our thinking. First, that the total education of an individual is a task in which all of our social institutions participate. The schools should not be expected to do everything. Their primary task is the achievement and dissemination of knowledge and the

(*Continued on page* 77)

Enrollments in All U.S. Schools



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NEEDED: REVOLUTION IN THE SOCIAL STUDIES

By CHARLES R. KELLER, *director of the John Hay Fellows Program, former college history teacher, and director of the Advanced Placement Program.*

THE SOCIAL STUDIES are in the educational doldrums. In mathematics, science, English, and the foreign languages, the curriculum is being revised, improved, and brought up to date, but things are relatively quiet on the social studies front, where, perhaps, the need for revision is greatest. Here and there fretful rumblings of dissatisfaction are heard; there is some action but not nearly enough. The time has come to take a searching look at the social studies in American schools, to ask why nothing significant is happening in this area, and to make suggestions for change. A revolution is needed, and soon.

In part, the present unhappy situation results from the fact that "social studies" is not a subject. It is a group or federation of subjects: history, geography, political science, economics, sociology, anthropology, and psychology, often merged in inexact and confusing ways. Furthermore, too many social studies teachers have emphasized the creation of good citizens rather than the content and discipline of their subjects. A "position statement" presented and inconclusively discussed at a meeting of the National Association of Secondary School Principals in Detroit in February, 1961, quoted approvingly Edgar Wesley's definition of the social studies as "the social sciences simplified for pedagogical purposes." The "statement" then added, "Thus the term 'social studies' implies no particular organization but rather refers to the educational activities systemically planned by the school to improve human relationships."

But *all* education should have as one of its goals the creation of better citizens and the improvement of human relationships. Only in the social studies is the discipline of a subject frequently subordinated to what should be done by *all* education—and by the family, the churches, society, and the individuals themselves.

The recent "position statement" also contains the following sentence: "Young people who have a rich background in social studies . . . are able to recognize the struggle for freedom when it occurs and to detect, appraise, and overcome the enemies of freedom in whatever guise they appear." Such extravagant claims harm both the schools and the social studies. As a result, schools are blamed beyond their due whenever Americans fail to live up to expectations.

Too frequently, teachers of the social studies, who do not know their subjects as well as they should, depend excessively on textbooks. Such textbook-learning leads to unimaginative, unenthusiastic, pedantic teaching. In too many current courses teachers have employed a cover-all rather than a selective approach. Teachers do not realize that some of the best teaching is done before a course ever begins, when the teacher decides what to include and what to omit. Essential for good teaching are the "courage to exclude" and the "imagination to include."

Although no national pattern exists, it is possible to make some general statements about school offerings. Because of the tie between citizenship education and the social studies, courses in the early grades are designed to acquaint children with the family, the school, the community, the nation, and the world. Remarkably good work is being done in some places in these early school years, and it should be continued in any social studies revolution. But much of what is done is "mushy" in content, ill-planned, and poorly executed.

IN THE fifth grade, for the first but far from the last time, comes American history, and in the sixth grade world geography and history. With the seventh grade, and continuing through grade twelve, begins a series of courses which, in many schools, must be questioned not only as courses but also because of the cyclical pattern in which they are arranged. Frequently the first cycle includes geography, local history, and some world history in grade seven; American history in grade eight; and civics or something called vaguely "social studies" in grade nine; followed by another cycle consisting of world history, American history, and problems of democracy or a second year of American history in grades ten, eleven, and twelve.

This cyclical pattern for grades seven through twelve was recommended in the 1916 Report of the Committee on Social Studies, and since that time there has been little change in the curriculum although the United States and the world have moved considerably since 1916. Advanced Placement Program activities have led to college-level American and European history courses in a few schools. The National Education Association has had a project on the Academically Talented in the Social Studies, and at the 1958 meeting of the National Council for the Social Studies in San Francisco a proposal for a Commission on the Social Studies was approved. Nothing came of it, however, and no real rethinking of the social studies program is going on at the state or national level or in many school systems.

AS a result of the cyclical arrangement of courses, boring, demotivating, expensive repetition of subject and material is all too common. Articulation—which means discovering everything possible about a student and his courses in one grade or school and building the work of the next grade or school upon what has been learned—is particularly inadequate in the social studies. American history, for instance, is taught in survey courses in grades five, eight, and eleven—and again in college—with practically no consultation or coordination of work among teachers.

Social studies teachers in schools and college teachers of history and the social sciences have gone their separate ways for years. In 1897 a Committee of the American Historical Association, appointed at the request of the National Education Association, made a report that recommended a four-year history sequence for American high schools. Six college professors and one private school headmaster comprised the committee. Nineteen years later came another report, this one by the NEA's Committee on the Social Studies made up of twenty-one members, only five of whom were from colleges and universities. Things had changed rapidly. This committee, basing its conclusions "chiefly upon the practical consideration that large numbers of children complete their schooling with the eighth or ninth grades," recommen-

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ded the cyclical pattern already described.

A course in civics was recommended for the ninth grade because it would "tend to keep in school, even under the 8-4 organization, many of those to whom the traditional course usually given in the ninth grade [ancient history] would offer no inducement to remain." "Presentism" in history was emphasized. "There is general agreement," the report said, "that history to be of value in the education of a boy or girl, must 'function in the present.'" The twelfth-grade problems of democracy course was recommended because "it is impracticable to include in the high school program a comprehensive course in each of the social sciences . . . and unjust to the pupil that his knowledge of social facts and laws should be limited to the field of any one of them, however important they may be."

A curtain then descended between school and college teachers, and it has only recently begun to be pierced to any extent. The break between schools and colleges was, and still is, practically complete. Go to meetings of the National Council for the Social Studies, and you will see school teachers and school of education people. Go to meetings of the American Historical Association, the American Economic Association, and the American Political Science Association, and you will see college professors. Despite the fact that education should be a continuous process, school and college teachers seldom meet or work together.

Curricular reform in the social studies is difficult, too, because among the various subjects it is most frequently the object of state requirements and of criticism by groups of citizens. Some people believe that anybody can teach history. Not so physics or French.

It remains now to make suggestions for change, for a possible revolution in the social studies.

We should begin by eliminating the term "social studies," which is vague, murky, and too all-inclusive and substitute for it the term "history and the social sciences," which is exact and hence meaningful. Such a change is necessary.

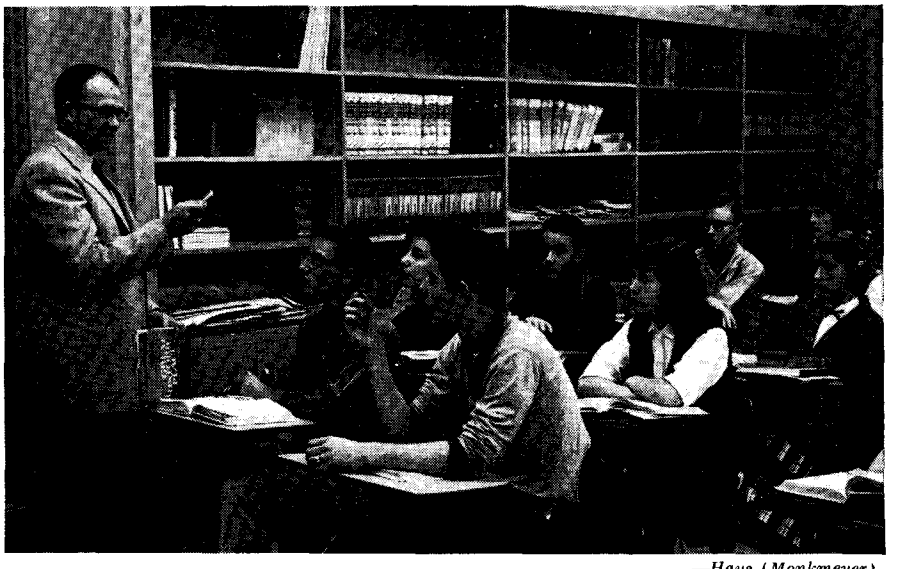
"What do we want history and the social sciences to do in the educational process?" is a question that must be asked and answered. History and the social sciences are subjects with disciplines. What is their role? One answer follows:

1. To acquaint students with certain facts. There is no other way to deal with these subjects. But not *all* facts and not *only* facts.

2. To give students' minds the par-

"Here students become acquainted with basic subjects." —*Ewing Galloway.*

"Let them learn how the historian works." —*Ewing Galloway*



"Students should have stirring, exciting books, documents, and source materials." —*Hays (Monkmeyer).*

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ticular kind of development that these subjects provide, moving ahead in a sequential manner from grade to grade. In courses we must stress not only the "what" but also the "why" and the "what of it."

3. To help students understand the past, so that they will realize where mankind has come from, what men's struggles have been, how and why they have done what they have done. Here are roots; here is the needed identification with the past. Thus students will learn who and where they are.

4. There is the present—and the future, too. What are economic problems, how should we look at them, where have they come from, what should we do about them? And the same for political problems, international problems, social problems.

5. Since we live in the United States, we have a peculiar obligation to know as much as we can, in no chauvinistic way, about our country, its past and its present. We now live in the world. We must know other countries, their pasts and their presents.

6. We must know men and their roles, forces and their roles, and change, which is always with us.

7. We must know the places where men live, move and have their being.

Here is no attempt to claim for history and the social sciences the exclusive task of making good citizens and of creating democratic attitudes. Indeed, attitudes cannot be taught in formal classroom situations. We weaken education—and schools—when we try to do so. What students should do in schools is to study subjects and become acquainted with facts and ideas. Subjects as such have disciplines that will help to develop students' minds. Students should learn how to think and to understand. They should learn how to weigh evidence and to come to their own conclusions. They should know how historians and social scientists go about their work. Then, hopefully, they will develop democratic attitudes for themselves; then, hopefully, they will become good citizens. Democratic attitudes and good citizenship can be important by-products of effective rearing and teaching.

With purposes set, curriculum, courses, and teaching methods can be considered. The good things now done in the social studies in grades one through four should be continued as part of the program for these grades, and the study of history and the social sciences should begin in the fifth grade when they can be subjects with disciplines. A suggested sequence of courses would begin with a fifth and sixth grade course concerned with men doing things in places; men in different parts of the world and at different times. Here would be biography, which is an important part of history, and geography in its broadest sense. Then, in grades seven and eight, the introduction of the formal study of history —American history with European backgrounds, with classes meeting three times a week perhaps, instead of the conventional five. Education needs to be "demonotonized." Begin work in the seventh grade, not by having students *read* history but by having them *write* it. Give them material on the Pilgrims, for instance, and let them learn how the historian works.

In grade nine there should be a world history course, post-holed for depth. A post-holed world history course can be developed by selecting certain periods—the fifth century B.C., the fifth century A.D., the Reformation, Asia in the twentieth century, etc.—or certain countries or areas, and studying them intensively. String wires between the posts by lectures or by readings.

In grade ten there might be a course in "The Introduction to the Social Sciences" like the one now being developed in Pittsburgh. Here students become acquainted with basic subjects and with the ways in which social scientists work. In grade eleven we could have an American history course, which, by being selective and post-holed, will not simply duplicate the earlier course, and in which all concepts previously introduced are put to work; and in grade twelve, electives, selected according to the number and the quality of the students and the interests and the ability of faculty members: Advanced Placement Program work in American or European history; term courses in Far Eastern, Russian, or African history, international relations, government economics, or problems of democracy; soon, too, humanities courses for some students and courses in philosophy.

THIS curriculum is planned vertically. It should be kept flexible so that it will fit the ungraded elementary and secondary schools that already exist and will soon increase in number. By the arrangement of courses the cyclical pattern is voided. Sequential methods in teaching history and the social sciences should be developed, with tenth grade readings, subjects, discussions, and tests, for instance, consciously made more demanding and more mature than those of the ninth grade. We have done little to develop sequential thinking and procedures in the social studies.

This curriculum begins with courses that capture student interest through exciting action in exciting places. It then moves to courses in which the conceptual rather than the fact-by-fact approach is employed and the unique structure of subjects is stressed. Students will learn how historians and social scientists go about their work. The order in which courses are given makes a difference. Articulation will be improved in an area where articulation has been poor and duplication of material excessive. All courses should have significant and challenging content; they should be as library-centered as possible. Students should have good readings—stirring, exciting books, documents, and source materials, rather than textbooks alone. The emphasis should be on learning and discovery rather than teaching, and on analysis, critical thinking, and interpretation. The hope is that students will not just learn facts but will become acquainted with concepts and skilled in ways of thinking which will help them to analyze and come to grips with the new, complex, and difficult situations they will constantly be facing.

Needed, too, are closer ties between school and college teachers that will benefit both groups. College teachers can help school teachers plan and teach their courses. School teachers can keep their college colleagues in touch with developments in schools, with the result that colleges will duplicate less frequently than at present the work already done in school. The "sheepskin curtain" which has been rung down between schools and colleges must be pierced. At a time when 50 per cent of all high school graduates continue their formal education, curriculum planning should never stop at grade twelve.

The sad state of the social studies has been described, the reasons for this situation presented, suggestions for improvement advanced. Here and there, as has been said, curricula are being studied, worth-while changes are being made, significant projects are in progress. And committees of the College Entrance Examination Board, as a result of urging from various quarters, are talking about an achievement test in American history, defined broadly, as a replacement for the existing test in social studies.

Francis Bacon once wrote: "He that will not apply new remedies must expect new evils; for time is the greatest innovator." And William James called for action in the following words: "If things are ever to move forward, someone must be ready to take the first step and to assume the risk of it." Agreement on the basic aims and purposes of history and the social sciences there must be. Action is needed now.

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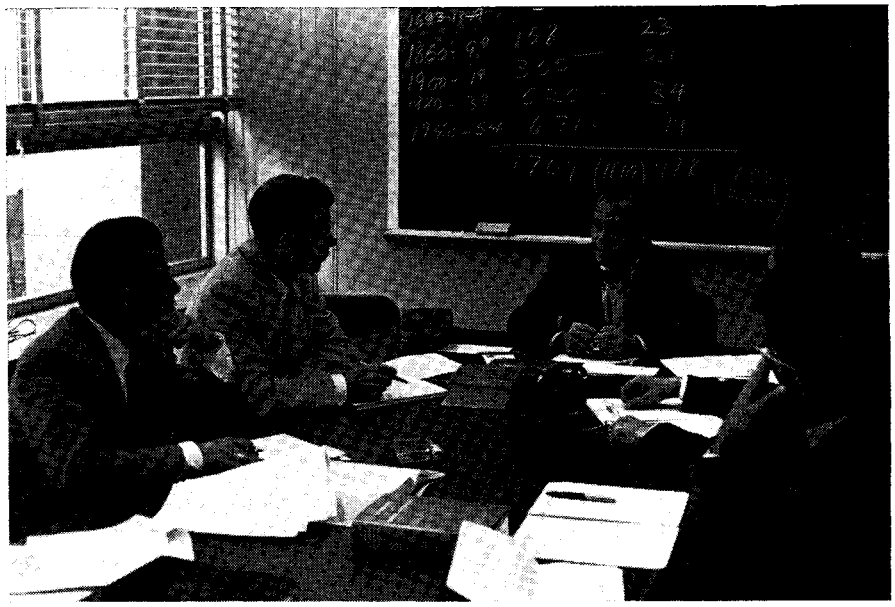
THE SLOW STIRRING IN GRADUATE EDUCATION

By HANS ROSENHAUPT, *national director of the Woodrow Wilson National Fellowship Foundation, which annually awards some 1,200 graduate fellowships to future college teachers in the arts and sciences.*



—*Hays (Monkmeyer).*

"Today, the chasm between professor and student has widened."

OUR COUNTRY'S nonprofessional graduate schools annually award 60,000 master's degrees and 10,000 Ph.D.s. The researchers who advance our knowledge, the public servants who make our policies, the teachers who influence our young, all are trained here. Although the outside world has recently developed an encouraging interest in education, and graduate education holds an important key to the future, it is not widely known.

To be sure, graduate schools have profited from the general boom in education. Financial support from the government, business, industry, and foundations has increased. Within the university the graduate school has attained relatively greater importance. Graduate schools of education, sometimes independent, sometimes coordinate, have seen spectacular ri es in enrollment (one-half of the 60,000 M.A.s are awarded in professional education) but often they suffer from lack of money and prestige. Professional schools are capable of attracting generous support as is illustrated by the recent $35,000,000 gift for a school of government service at Princeton. Within academe the nonprofessional graduate school still ranks high. On many campuses its dean is considered the senior academic officer after the president, and frequently he moves into the position of provost. M.D.s and L.L.B.s may earn large fees, but the Ph.D. is still the top academic degree. Sometimes an ambitious institution on the way up goes to all lengths to develop at least one Ph.D. program as its badge of academic respectability, and even the secure and highly respected Rockefeller Institute has recently begun to award Ph.D.s.

The old giants—Harvard, Columbia, Berkeley, Yale, Princeton, and Chicago—continue strong, but some private and many state universities such as Indiana have grown in size and might. Smaller graduate schools are pressing for recognition and in the spring of this year founded a new national organization. It is more representative and may turn out to be more enterprising than the venerable Association of Graduate Schools, which has been prevented by its parent organization, the Association of American Universities, from expanding beyond two score members.

Recently a number of vigorous and able men have been called to important graduate deanships, and many of them wield considerable influence outside their own schools. Whether any university will ever abolish its undergraduate branches altogether in order to concentrate on graduate training is a question, but not an idle one.

Certain graduate schools, particularly in California, are giving the old Eastern graduate schools a good run for their money and have only this year acquired a number of key professors from the East. Berkeley and Stanford are more popular among Woodrow Wilson Fellows this year than ever before, to give only one example. Competition for good professors and students not only forces up the number and size of fellowships, but also improves the conditions under which graduate professors operate: library and laboratory facilities, salaries, and teaching loads. Competition also causes all graduate schools, even the high-riding ones, to take a good look at themselves.

Keep in mind the cardinal fact that "graduate education" is a large basket of apples and pears—from Columbia's forty graduate departments, which produced 560 Ph.D.s in 1959, to Arizona State University, which won the right to bestow Ph.D.s only this spring, from the M.A. program at Smith College to Mrs. Bunting's post-doctoral fellowships at Radcliffe; from the study of Assyriology at Dropsie College to the Ph.D. program in Family Life and Home Administration at Oregon State College.

WHILE new growth is stirring everywhere, powerful factors restrain it. Of these, ignorance of simple facts about graduate education is an important one. A few years ago Philip Coombs, then of the Ford Foundation, suggested it was high time that graduate education answer such questions as: How are the quarter-million graduate students distributed among the fields of study? How many attend full time? How far along in their studies are they? What are the manpower needs; what is the potential supply? A representative group met in Washington to discuss the need for more information but ended up criticizing Coombs for asking so many questions. To this day, incredible as it may seem, the modest

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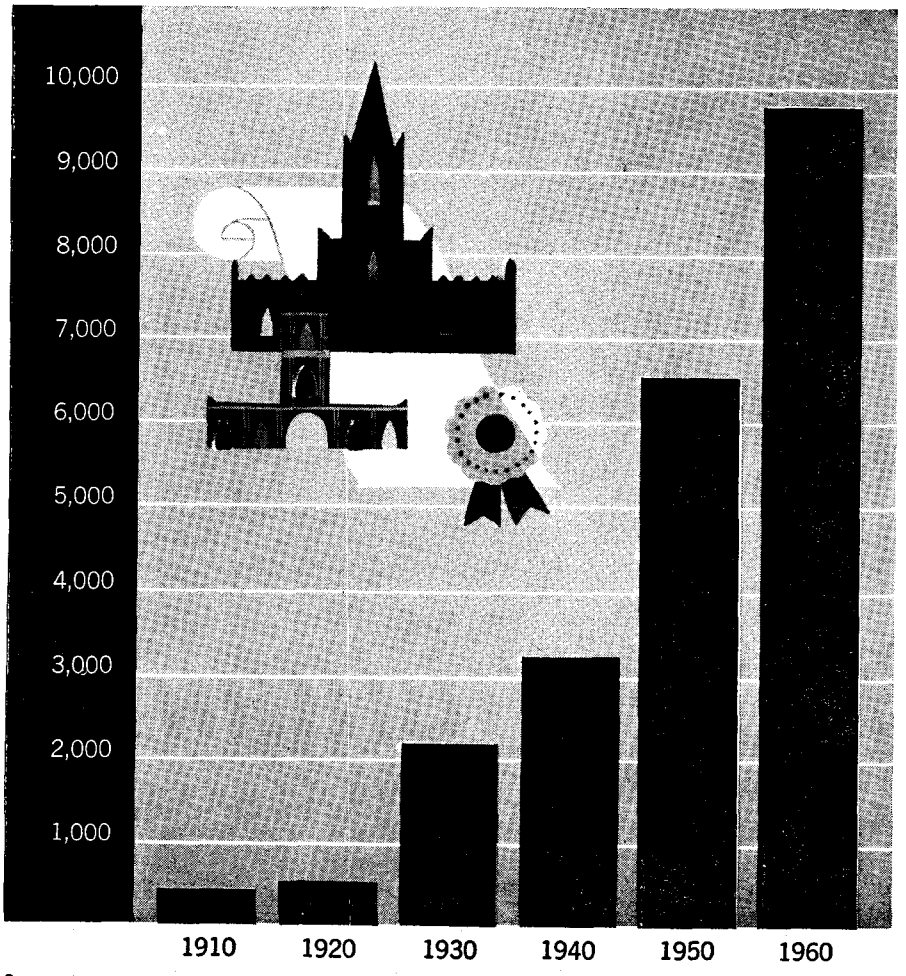
plans for the future that are being made rely on guesses, generally poor ones. Estimates of the need for new college teachers, for example, vary from 15,000 to 35,000 a year, and nobody has attempted to count those students who may be ready two or three years hence. Nor has anyone undertaken sophisticated projections taking into account the relative growth and decay of fields such as physics versus chemistry, international affairs versus public law, or Russian versus German. Everybody realizes that Ph.D.s in all the sciences, particularly in the basic medical fields such as pathology, are in critically short supply. College deans, especially those who can't pay good salaries, have trouble finding faculty in mathematics, foreign languages, and economics. Shortages in most other graduate fields are already serious and may soon be critical. However, no one can say how the picture may look five or ten years hence. We simply don't know. What is worse, we don't seem to care.

A perfectly good reason for the ignorance among graduate professors is in their preoccupation with their own work. Berelson's recent book on graduate education, "Graduate Education in the United States," being based largely on questionnaire and interview surveys, reflects their basic happiness with things as they are. It isn't realistic to expect someone who is happily and compulsively immersed in his studies to do double duty as an educational statesman and manpower planner. But ignorance among deans, since we must assume that at least they should be statesmen, is disturbing. Unfortunately, some graduate deans are powerless; few have even their own budgets, and, having been powerless so long, they have become ineffectual. Some serve only reluctantly, and hanker for the research they had to abandon. Besides, even if the deans were less verbal and more active, important decisions are generally made by graduate departments which delight in telling deans to go to blazes.

Those graduate professors who take an interest in departmental affairs tend to be conservative, for, living on reputations established a generation ago, they enjoy freedom from competition. Their graduates are now professors at colleges throughout the country who loyally and almost automatically send their own seniors to do graduate work at alma mater. Often these college teachers as well as those who hire the products of graduate schools have little up-to-date knowledge about the departments concerned. The status quo in graduate departments is therefore secure. Small wonder that competent graduate deans at relatively unknown but good institutions complain about the stranglehold of the old giants.

Ph.D.s Conferred by U.S. Universities



Source of data: U.S. Office of Education

Graphs: Pageant Studio

SINCE they know so little about themselves, and aren't challenged to find out more, graduate schools are prone to worry about shadows. Let us look at a few of these.

Few graduate students master either one of the two required foreign languages—generally German and French. A few righteous professors say language requirements should be either enforced, or dropped. The majority feebly sigh that languages are a problem, but fail to face it honestly. The real problem is not the student but the graduate teacher, who himself seldom uses foreign languages. So much scholarly production written in English demands his attention that he has no time for foreign sources, and besides he can rely on translations and abstracts in English. Wherever foreign languages are used by professors as a matter of course, graduate students learn them cheerfully and rapidly. Where they are a gratuitous hurdle, they become a "problem." It is, by the way, not a fatuous hope that this particular shadow will go away: foreign languages are more and more being taught where they belong, in elementary and high schools. Within ten years graduate schools should be able to take a reading knowledge of two foreign languages for granted, as European universities do.

Another shadow that preoccupies graduate professors is the poor preparation given college students, particularly in writing fast and well. Of course graduate schools are handicapped by poor college preparation, as are colleges by inadequate high school work, and so on down the line to kindergarten. But the articulation (if I may use an academic non-U word) between college and graduate school is improving. Important work in drawing colleges into the graduate enterprise is being done by the three-year master's programs now under way at some twenty institutions. They aim to strengthen the M.A. degree, which to an increasing extent is the highest degree held by many college teachers. Eventually these programs will bring

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about a general transfer of the first phase of graduate work into the two last years of college. Honors programs, growing at a great rate, have a similar effect. Some colleges already allow their seniors to accumulate graduate credits, and one promises the Ph.D in Chemistry six years after entering college.

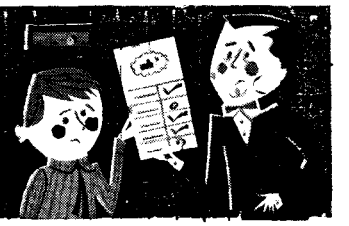
A problem more serious than the quality of college preparation is the quality of mind of the young men and women entering graduate study. Berelson found that only 14 per cent of graduate teachers considered the quality of graduate students "inferior to proper requirements for the doctorate." Actually a wide gap exists between what professors expect and what they get. The bleached bones of unsuccessful candidates along the road to the Ph.D tell the story. Even after eliminating from the count those who perhaps never aspired higher than the M.A., the number failing to earn the Ph.D. at Columbia is still below half, and even at Princeton's highly selective graduate school only 50 per cent eventually earn the Ph.D. One can blame the colleges for training poorly or admission committees for choosing badly. The clear fact remains that our colleges fail to produce enough good graduates to meet our country's many needs, because they don't get enough outstanding freshmen.

Only a third of all 1957 college graduates had I.Q.s above 123, and I suspect a Ph.D. candidate should rate considerably higher than that, whatever one may think of I.Q. tests. About 35,000 graduating college seniors in 1957 had an I.Q. of 138 or above, and only 20,000 rated above 143. Nobody knows how many good college-trained brains altogether are needed every year, but law, medicine, and engineering alone demand over 20,000. Business and industry need a good share, and they offer bright college graduates starting salaries of $6,000 and up a year. When you consider that the best first-year graduate fellowships pay an annual subsistence of between $1,500 and $2,000, you are impressed by the idealism of brilliant college seniors who enter graduate schools.

Every year the National Defense Education Act, the National Science Foundation, and the Fulbright program alone provide several thousand generous graduate fellowships from federal funds, although the 87th Congress has tabled legislation to triple NDEA's share. From Ford Foundation money the Woodrow Wilson National Fellowship Program offers another 1,000 fellowships annually, and the Danforth

(*Continued on page* 79)

Report Card



PONCE DE LEON DIDN'T FAIL. Bob Considine, veteran reporter for United Press International, told a recent education gathering at Minneapolis about the time he went back to visit the nun who had taught him in the fifth grade forty years ago. He knocked on the convent door and when a young nun opened it he inquired somewhat apprehensively: "Is Sister Mary Bernard able to receive visitors?" "Of course not," the young nun replied a bit impatiently "She's teaching school."

NOTHING'S SACRED ANY MORE, CHAPTER II. The Ivy League men's colleges are gradually succumbing to pressure from the distaff side. The Harvard School of Business Administration, traditionally open only to men, announced recently [*SR*, Aug. 18] that it will accept qualified women who are willing to admit their age. And now comes Princeton – citadel of masculinity for more than 200 years—confessing that it has admitted Mrs. Sabra Follett Messervey, mother of three children, the first woman ever admitted to the university, who will undertake this fall a three-year program in the Department of Oriental Studies, leading to the Ph.D.

PROGRESSIVE EDUCATION. Communist authorities in Budapest claim that Hungarian children are overburdened with homework. The ministry of education recently decreed that children six and seven years old should do no more than thirty minutes of homework each night, those eight and nine years old no more than one hour, and pupils ten to fourteen no more than two hours. The decree also said that no child should be expected to memorize texts word for word, except for poems.

CELESTIAL NEEDLE. Boys at Dowling Catholic High School in Des Moines can't escape this challenging notice posted on Father Holden's bulletin board: "What are you doing for Heaven's sake?"

DURABLE. A college dean who has been on the job long enough to become philosophical about it recently told an educational gathering in New York: "Old deans never die. They just lose their faculties."

NAME, RANK, AND SERIAL NUMBER. A student by the name of Lake Erie High has been giving faculty members at the University of South Carolina a hard time. When they ask him his name he tells them, and the exasperated response usually runs about like this: "No! I want to know your name, not where you went to school."

S.O.S. TO J.F.K. Prince Yoshi, youngest son of Japan's Emperor Hirohito, has been invited to study at Harvard, but a palace spokesman said recently that the young prince can't leave the country until he gets married. So far as the public knows, he doesn't even have a girl friend.

'AND EVERYWHERE THAT MARY WENT . . .' CHAPTER II. Parents of children attending the kindergarten of the Forest Hills Presbyterian Church in Charlotte, North Carolina, recently received this admonition: "Children may not bring guns of any type to kindergarten."

'SPEAK FOR YOURSELF, JOHN!' Many of the buildings at Miami University in Oxford, Ohio, are named after former presidents of the institution. For example, there is Upham Hall, Benton Hall, and Hughes Hall. Trustees of the university have now reached an impasse. They can't figure out how to honor the man who was president of Miami during the Civil War. His name: John W. Hall.

THE ETERNAL FEMININE. As Mount Holyoke College begins its 125th anniversary year, it will celebrate the nation's longest continuous history of an institution of higher education for women. It was founded in 1837 by Mary Lyon—the first woman to be elected to the Hall of Fame—at a time when advanced education for women was considered "unnatural, anti-Christian, and unfeminine." Knocking on doors with her green velvet moneybag in hand, Miss Lyon succeeded in arousing interest in her project throughout New England. She welcomed her first eighty "daughters" on November 8, 1837, and promptly put them to work cleaning up the place.

—JOHN SCANLON.

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Commissioner Allen of the Empire State

By TERRY FERRER, *education editor, New York Herald Tribune.*

THE MOST powerful man in American public education is not the Secretary of Health, Education, and Welfare, whose present functions consist largely of somewhat vain pleas for federal aid to hard-pressed schools and colleges. Nor is it the United States Commissioner of Education, whose efforts to strengthen the schools must be largely hortative.

Rather, the man with the most power behind him is a tall, slightly stooped, graying man of fifty named James E. Allen, Jr., New York State Commissioner of Education and president of the University of the State of New York—a studentless authority that controls all schools and colleges, both public and private, within the state.

Dr. Allen, as chief executive officer of this authority, sets educational standards and requirements for some 4,000,000 school and college students, more than the combined populations of New Hampshire, Rhode Island, and Connecticut, and more than the total number of students who attend school in all of Canada.

In addition, Commissioner Allen determines the certification criteria for 185,000 full-time teachers, approves the building specifications for 7,000 schools and colleges, looks after the welfare of 900 libraries and 400 museums, art galleries, and the like, watches for violations among all 300,000 licensed practitioners (doctors, druggists, etc.) except lawyers in the state, enforces clean motion-picture licensing—and, in Dr. Allen's words, "decides what to do about junk found at the bottom of Lake George."

Further, he administers a budget that will exceed a billion dollars next year, including state aid to local districts. He is also head of a staff of 1,900 persons in the State Education Department at Albany.

Administrative power, great as Dr. Allen's is, is not the only authority given him under the unique educational structure of New York State. The Commissioner is also a judge in local school disputes—a judge, whose decisions under state law, are "final and not subject to question or review in any place or court whatever." Citizens have a choice of normal court action in local school quarrels, or an appeal to the Commissioner for an irrevocable decision.

James E. Allen, Jr. — New York State Commissioner of Education.

By and large, Commissioner Allen is also freer from political interference than many of his fellow commissioners across the country. In at least a score of the states, the Governor appoints the chief state school officer—inevitably tingeing the post with political considerations. In New York, the Board of Regents—the policy-making body at the top of all education and culture—elects the Commissioner, and he serves at the "pleasure" of its thirteen members. Only the Regents may remove him.

It is the unequalled strength of this educational power that in recent weeks has involved Dr. Allen in one of the most scandal-wracked, politically charged school crises in this country's history.

The leading protagonists in this bitter, continuing battle are the New York City Board of Education, nine trustees of the nation's largest school system (1,000,000 pupils), and Dr. Allen. The background is a hotly contested and as yet unresolved mayoralty campaign, with both Democratic and Republican candidates freely manipulating the school scandals to advance their political aspirations. City versus state control is a major issue.

So far, Dr. Allen has won by a knockout. At his behest, Governor Nelson A. Rockefeller (a Republican) called a special session of the State Legislature in late August. In a single day, the legislators ousted the incumbent city school board, effective thirty days later. They laid down hard and fast rules whereby the Mayor, Robert F. Wagner (a Democrat), could no longer appoint school board members of his choice. Rather, the Mayor is hereafter compelled to choose nine members from eighteen candidates selected by a citizen's panel set up by the state. The eleven members of the panel will choose from recommendations made by various civic, educational, business, labor, and other groups.

Dr. Allen and his Department of Education wrote the legislation. The Republican-controlled Legislature passed it unchanged. The Republican Governor signed it.

And yet, at the final moment, Dr. Allen pulled his punch. In his effort to cure the city schools' festering infection by a deep surgical cut, the Commissioner had proposed to abolish temporarily the local board of education and name an interim governing panel through the Regents that would act until next year when new legislation would revamp the city board, give it more fiscal independence, and attune it more to local school rather than political demands.

Anguished cries from Democratic Mayor Wagner—who made hasty efforts to remove his own school board—and other politicos about "home rule" and local control apparently changed the Commissioner's mind. The final legislation gave the Mayor the "local" right to name his school board—albeit a right drastically curtailed by a state-appointed citizens' panel.

There could certainly be no question that strong action was needed to unsnarl the New York City system. After years of charges of ineptitude, bureaucracy, red tape, do-nothing and know-nothing against the city Board of Education, positive charges were made, beginning in May, that the school-construction division had accepted graft, collected for political candidates, and received kick-backs from contractors while old and new schools suffered from disrepair and poor building.

On top of daily page-one headlines of new school construction scandals, it was disclosed that the Superintendent of Schools, Dr. John J. Theobald, had

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had a pleasure boat built by vocational high school students on school time, using the name of a relative. While a grand jury investigation found no crime, it did tax the superintendent with "irregularities and improprieties." Since Dr. Theobald also refused to fire a deputy superintendent in charge of construction—accused of accepting payola and of conflict of interest in contract awards—Dr. Allen's legislation gave the new school board the right to discharge both of them, bringing up the delicate question of academic tenure. Dr. Theobald's contract runs until September 1, 1964. He has refused to resign.

At this writing, the battle for the New York City educational clean sweep is still being fought. Dr. Allen's critics accuse him, with some justification, of moving too late to tidy up years of neglect and mismanagement in the city schools. Major reform reports by such distinguished citizens as Dr. Henry T. Heald, president of the Ford Foundation, date back ten years. Why, these critics ask, did the all-powerful Commissioner wait until an election year to pull the rug out from under the school board?

Dr. Allen himself says that it occurred to him recently in the middle of the night that the legislative session was the solution to a headache he inherited in 1955 when he became Commissioner. "I thought," he says, "that I'll never have another such opportunity to correct the basic weaknesses in New York City and rid the system of politics. If I can succeed, I think it will be one of the most important things I have ever been involved in. We have a chance now to set a model in future legislation for other big cities in the same fix, politically and financially."

Of his power, he says: "The one thing I've been trying to do in the last six years is not to stress the authority, but the leadership, of my position. I don't want power, and I am careful not to abuse it. I have always said—and I believe—that it should not be a question of 'a school district can't do this' but that they can do it if it's right and proper. I take this seriously. I feel a great sense of responsibility about my position. If I can give evidence that I am concerned with quality, this will be felt at the local level."

Yet, Dr. Allen concedes, he enjoys the fact that he can take positive steps "without clearing it with anybody." "The fact that the power is there is very important," he says. "It's like 350 horsepower in a car—it's there when you need it."

It is clear to any observer that Dr. Allen does take his responsibilities seriously. He has literally gone gray in his six years as Commissioner, and his facial expression can only be described as perpetually worried. He works and reworks his speeches until his staff is desperate with last-minute revisions. He will postpone and postpone major decisions in his capacity as educational judge. When asked about this criticism, he will say with a frown: "I'm so concerned that it be the right decision."

Yet when he believes that he is right, he is adamant. He refused to leave his $27,500-a-year job last January to become United States Commissioner of Education in the Kennedy Administration. This was not because the Washington job pays less ($20,000), but because he believes that education is of such urgent importance that it should have a separate cabinet post and not be grouped with health and welfare. Until this happens, he thinks the posts of either Health, Education, and Welfare Secretary or United States Commissioner of Education cannot be fully effective in raising the quality of American education.

Dr. Allen's job in New York State has been more than enough to gray him. He was elected at forty-three—youngest man ever to be Commissioner in the state. Born in Elkins, West Virginia, he had been urged by his father, president of Davis and Elkins College, not to go into education because "there's no future in it." On his graduation from his father's college in the depression year of 1932, Jim Allen became a salesman. It was only a matter of months before he joined the West Virginia Education Association, later moving on to research associate in educational finance at Princeton and research in educational administration at Harvard. In 1942 he won his master's degree in education from Harvard, and three years later his doctorate from the same institution.

After service in World War II, he was assistant professor of education at Syracuse University. He joined the State Education Department in 1947 as executive assistant to the Commissioner. He brought to Albany his wife of nine years, and twin children, a boy and girl now eighteen.

Just one year after he was named Commissioner in 1955, Dr. Allen was faced with his first major stickler: Should a former Communist teacher who will not inform on past Communist associates be dismissed? The Commissioner ruled no—amid a torrent of outrage from conservative citizens.

Since then, he has also made such unpopular decisions as banning the classroom posting of the Ten Commandments on the grounds that such posting had caused "bitterness and dissension."

A constant champion of excellence in the classroom, Dr. Allen proposed last year that the state set up a center for educational experimentation and development to speed the introduction of valuable educational experiments into the schools. He asked for—and got—a grant from the Ford Foundation for a book bringing between covers all of the major educational experiments now in progress throughout the country. The result, "Schools of Tomorrow—Today," by Arthur D. Morse, was the first book of its kind.

In the endless routine of his duties, Dr. Allen has fought for "time to sit and think, to keep up with new ideas, to try to sit back and see what it all means," as he puts it. Paradoxically, he has also dissipated that time by his inability to refuse the casual visitor to his office or turn down the insistent school board that begs a local appearance.

Dr. Allen was asked the other day whether he believed that his particular brand of power and authority should be extended to other states. "Very definitely," he replied. "The Federal Government is entering more and more into the field of education, particularly through financing. We know that the local school tax is no longer a sufficient base to suport our schools, and that Washington will—and should—be stepping in to help.

"But if this is so," Dr. Allen continued, "there must be strong state structures and strong state standards and leadership to protect the local schools from too much federal encroachment. Without strong state setups, the Federal Government will also be unable to achieve the goals of the programs which it supports in the schools. Vital state power is the only way to insure that the people will continue, as they have in the past, to truly exercise local control over their schools."

Dr. Allen's plea for stronger state educational organizations is a valid proposal in an increasingly Washington-minded society. But it is valid only if educators of higher caliber are chosen as chief officers in most of the 49 other states, and if they are freed to improve drastically the educational structure.

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SCIENCE FOR CITIZENS

By MORRIS H. SHAMOS, *professor of physics, N.Y.U.*

THERE is a great deal of truth in the observation, attributed to Professor Herbert Dingle, that for a civilization so proficient in the practice of science we are astonishingly backward in our understanding of it. The disturbing fact is that the popular view of the nature of science is largely a misconception. It is very likely, moreover, that the fault lies in our science teaching. The problem is by no means new but has moved into sharper focus with the current race for supremacy in space. The public demand for a stepped-up "scientific effort" is interpreted by Congress to mean added support for space and missile activities, that is, for "hardware." Advertisements stress the *practical* values of science; even school boards and teachers are inclined to emphasize the practical benefits of a scientific education. Meanwhile, the scientific community views with some alarm the widening gulf between its affairs and the general public and hopes that in all the excitement the cause of pure science may somehow be advanced.

In a sense the problem is almost one of definition; "science" is used so loosely these days as to account for all manner of things—from the *why* of nature to the despair of the poet, from the highest reaches of man's intellect to the deadening of humanistic culture, from the preservation of civilization to its destruction. Such are the diverse images generated by the scientific enterprise in the minds of men; yet clearly it cannot be all this at once.

For the most part our contact with science is through its end products, through the technology that turns on its discoveries. In highly developed countries such as ours, one is literally surrounded by the material products of science. Our habits, our mode of life, our health, perhaps even our freedom to enjoy the arts—all are conditioned by advances in technology. These advances, moreover, result generally from specific needs of society rather than the creative spirit of man. Against such a background it is not surprising that control of nature so frequently is confused with man's intellectual desire to understand it. Communications, transportation, satellites, electric kitchens; all are remarkable products of technology, yet strangely enough there is a growing barrier between science and the general public.

Francis Bacon was more prophetic than he could have imagined when he asserted that the purpose of science was to improve man's lot rather than to provide "pleasure of mind." This view, unfortunately, finds wide support today simply because the utility of science looms so large in the affairs of men as to shadow its esthetic values. The average person is not readily convinced, with Poincaré, that the scientist studies nature not because it is useful but "because he delights in it."

How can such a distorted view of science persist in the light of our educational efforts? It is dismaying to realize that most high school science, and much of the introductory science taught in our colleges, serve more to strengthen this view than to picture science in cultural perspective. The reasons are not difficult to find; they stem partly from the separation among sciences, but more so from misguided efforts to relate science *primarily* to everyday experience and thus to stress its practical aspects.

There are no distinct *natural* boundaries that divide the sciences, not even between the physical and biological sciences; yet the accumulated knowledge a century ago was already so vast as to compel specialization. As a result the branch of knowledge once termed "natural philosophy" has been split into a number of seemingly independent sciences. Each has its own fundamentals, its own terminology and techniques, and to some extent its own *Weltansicht* or world view. Each is so demanding that its scholars find it extremely difficult, except in rare instances, to move effectively from one scientific field to another.

While specialization may be essential for the professional scientist it tends to give others the impression of a lack of unity among the sciences. It has the further effect of limiting severely the scope of many science curricula. This is most noticeable in science survey courses where the different disciplines generally are treated as separate "units," and where their interdependence, if evident at all, is more by accident than by design. Actually there is a structure to science—a logical sequence that recognizes certain first principles as common to all of science yet acknowledges varying degrees of complexity among natural phenomena. In this sense physics, dealing as it does with the most basic kind of phenomena, is the "simplest" of the sciences. At the opposite extreme, concerned with matter in its most complex state of organization and at the highest level of sophistication, lie the life sciences. Between the two fall other physical sciences such as chemistry, geology, meterology, and various branches or combinations of these.

How strangely illogical is the order in which elementary science is taught in our schools. The usual high school sequence, following a catch-all course in general science, is biology, chemistry, and physics; precisely the reverse of the order in which these sciences can be thought of as building upon one another. And the tendency, particularly in general science courses, is to consider, not the very basic aspects of nature, but the relatively complex, for the reason that these are the kind we experience in everyday life. Among our earliest impressions are the weather, the earth, planets, and stars, practical inventions, and living things. All involve complex ideas yet these are the usual subjects through which students are introduced to science; and in most cases this is their only contact with science. It is distressing to realize that the lasting impressions of science held by the bulk of our population are formed through courses in general science, courses that belong more properly, if at all, in elementary school.

The result is that most of what is taught as "introductory science" is but faintly related to science. When one attempts to discuss highly complex phenomena on a simple level, the discussion invariably becomes descriptive. Such courses are crammed with facts rather than conceptual ideas. They are concerned with simple cause-and-effect relations rather than first principles, with natural history rather than natural science, with the "wonders" of nature rather than its intellectual challenge. Nature study does have a value, but it should not be considered a substitute for the scientific study of nature. It is no doubt true that for the serious student there are many paths to science,

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but our failing is to assume that for the nonscientist all paths lead to the same goal. The layman should not be expected to regard nature in quite the same light as the professional scientist. What is a meaningful scientific activity to a zoologist, for example, may seem no more than minutiae (in Latin, at that) to the casual student. The very elements that in the past have repelled the humanist—the enormous detail, the learning by rote, the "cultural void"—still characterize the bulk of our elementary science education.

It is common knowledge among students that an introductory course in biology or geology is "easier" than a course in physics or chemistry, but the reason is that at this level the former must be presented with far less rigor, not because they deal with simpler concepts. T. H. Huxley was sensitive to the need for depth rather than breadth in science education when he wrote that "the great aim should be to teach only so much science as can be taught thoroughly; and to ground in principles and methods rather than to attempt to cover a large surface of details." His admonition is more significant today than when it was written almost a century ago. Only by a radical departure from our present aproach to science education can we hope to develop a broader understanding of the true nature of science. Those who would believe, with Bacon, that science is simply the handmaiden of technology must be reminded that the most ingeniously contrived pump will not draw water from a dry well.

What is needed is a more forthright approach; one that puts "first things first." The most fundamental principles of science serve best to convey the nature of the scientific enterprise and the motivation of the scientist. What these "simple" ideas may lack in glamour is more than compensated for by the insight they provide to the power, the subtlety, the intellectual stimulation – yes, even the beauty—that can be found in man's formal contact with nature. Thoreau's complaint that "Our life is frittered away by detail. . . . Simplify, simplify" would find a receptive audience among most students in elementary science.

Strangely enough, presenting science in a more logical order is no simple task. It means introducing the basic concepts of physics (and chemistry) before tackling the more complex phenomena of biology and geology. Furthermore, it means presenting the latter in the more rigorous fashion they deserve, rather than by the usual descriptive approach. The chief difficulty, of course, is the modest mathematical preparation that is needed to treat these basic concepts properly. It is largely for this reason that physics is offered as an advanced course in high school rather than the freshman course it ought to be; this is also the reason why most students in high school and college tend to shy away from courses in physics and chemistry.

A good deal of attention has been given lately to revising the conventional high school science and mathematics curricula. Perhaps best known is the new physics course developed by the Physical Science Study Committee under the direction of Professor J. R. Zacharias. Similar projects are under way in biology and chemistry, and several new courses have been designed in mathematics, with the result that there will soon be available in each of the sciences one or more high school courses that reflect the current thinking of broad segments of scientists and educators in the field. For the student keenly interested in science these courses will provide greater stimulation and challenge than in the past, but it is unlikely that the general student will benefit from such efforts. As long as his only formal contact is with its superstructure rather than its foundations he cannot be expected to derive more than a superficial view of the scientific enterprise.

It is debatable, of course, whether the primary target of an introductory science course should be the general student or the one already motivated toward science. Ideally, both should be accommodated, but if the choice must be made it seems clear that the over-all interests of science are best served at this level by providing the general student with a solid grounding in scientific principles. Those with strong scientific leanings generally manage to retain their interest through any sort of curriculum, but the general student loses touch rather quickly when the going gets rough.

Rather than revise each course separately, the entire high school science curriculum should be subjected to a thoroughgoing, candid reappraisal, with a view toward developing a more rational over-all structure. It may seem absurd to suggest that physics be taught to "unsophisticated" high school freshmen while biology is reserved for seniors, and objections will be found in both camps—although for different reasons; yet if tradition is put aside the logic in this approach should be evident.

It is impossible to imagine any major improvement in the level of elementary science education without first correcting the deplorable state of mathematics education in our schools. Just as science could not have developed to its present stage without mathematics, so it is unrealistic to think that the true character of science can be portrayed without mathematical reasoning. It is clear that the eagerness and abilities of young children in this field are grossly underestimated. There is convincing evidence to show that many mathematical concepts and skills certainly those needed to comprehend much of basic physics, can be taught effectively in the elementary grades. This is where the foundations must be laid for a wider appreciation of science. Some steps in this direction have been taken by a few imaginative educators, but the total impact will be slight unless the movement spreads on a much greater scale.

—*Max Tharpe (Monkmeyer).*

". . . At the opposite extreme, concerned with matter in its most complex state of organization . . . lie the life sciences."

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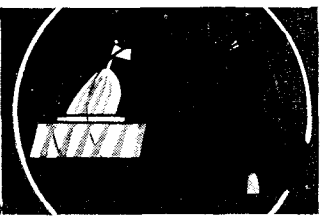
While School Keeps



MANY CHANGES will be made when schools open this month across the nation. Superintendents in communities of 30,000 to 100,000 were asked by the National Education Association to report on innovations they plan to introduce this coming school year. Most popular, according to the reports, will be revised and expanded science and math courses from the elementary schools through college level studies in high school. Next most popular among the innovations will be the introduction of team teaching and educational TV.

Many changes aim at improving and expanding programs already in operation—for the academically talented, to improve reading skills, to raise the level of grammar, literature, and composition teaching. Others will introduce experimental programs such as ungraded primary schools, dual progress plans, and the school-within-a-school. Still others will concentrate on educational hardware: language laboratories and electronic computers for school records. But few seem to be going overboard for teaching machines; in most instances they are being introduced for specialized purposes and groups.

A discernible trend that may be a harbinger of things to come is the number of schools instituting a longer school day, longer class periods, and the elimination of study halls so that the time can be used for instruction. And a growing number of schools are giving college-bound students instruction in note-taking and study skills.

Most interesting are innovations designed to give students a taste of college-level work and those that take advantage of regional opportunities. Park Ridge, Illinois, for instance, has a new physics course intended to encourage students to initiate and pursue their own inquiries. And McAllen, Texas, is arranging a cooperative exchange program for next summer with a school in Monterrey, Mexico. A group of McAllen students will go to Mexico to perfect their Spanish and Monterrey students will visit Texas to improve their English.

POTENTIAL COLLEGE TEACHERS are being recruited by the Woodrow Wilson National Fellowship Foundation soon after they leave high school. In a letter to 38,000 June graduates who won distinction in the National Merit Scholarship competition this past year, Dr. Hans Rosenhaupt, national director of the foundation (see page 63), called their attention to the many attractions of college teaching and suggested that they start planning for graduate school from the beginning of their freshman year. The letter also noted the many opportunities for financial assistance for graduate study, and offers a free copy of "College Teaching as a Career." Last year more than 2,000 asked for the booklet.

COOPERATION IN HIGHER EDUCATION is taking a variety of forms and many schools are testing its possibilities. But the objectives are always the same—more mileage from present staff and facilities, and better education all along the line. Items:

►Seven colleges in Vermont and Maine (Bennington, Castleton Teachers College, Goddard, Johnson Teachers College, Lyndon Teachers College,

Marlboro, and Nasson) have, for the last four years, been cooperating to help small rural elementary and secondary schools in the area. Capable undergraduates have been assigned as teacher aides in eighty-eight schools where they have added programs in music, art, science, and physical education where none existed before. In return they have gotten personal experience in the classroom that allows them to test their own interest in becoming teachers. The colleges are now opening their campus facilities to rural teachers as centers for the study of learning aids and other new resources.

►Twelve liberal arts colleges in Ohio, Indiana and Michigan (Antioch, Denison, Kenyon, Oberlin, Ohio Wesleyan, Wooster, Earlham, DePauw, Wabash, Albion, Hope, and Kalamazoo) recently organized the Great Lakes College Association to strengthen their respective programs through cooperative effort. Some of the possibilities under consideration: a joint center for study and research on Latin America, a jointly operated summer biology field station, a cooperative program to provide Master of Arts preparation for elementary and high school teachers.

►Four universities in upstate New York (Buffalo, Rochester, Cornell, and Syracuse) are cooperating in a series of projects in teacher education and school administration. Two experimental projects are already planned: one to lure able students into teaching through a program of independent study and blocked studies in lieu of formal education courses; the other to provide both administrative and leadership training for school administrators.

SCIENCE AND MATHEMATICS graduates are growing in number, according to a new study by the U.S. Office of Education, "Bachelor's Degrees in Science and Mathematics Expected for 1960-61." The increase is largely due to the greater number of women entering these fields. Analysis of changes in the major fields of recent graduates between their junior year and graduation indicates that the number majoring in mathematics is increasing most rapidly. Physics shows a "moderate" increase, biological science a small rise, and geology a sharp drop. Despite the growing number choosing mathematics and the physical sciences, women still represent the largest untapped supply of personnel for these fields.

WALL-TO-WALL CARPETING in the classroom sounds like a bare-faced frill, but it may become popular as an economy measure. Experience of the few school systems that have tried it indicates that it not only has educational advantages, but can also account for substantial dollars and cents savings as well.

Noise in schools is always a problem, an enemy of learning, and the progressive disappearance of partitions in modern school buildings has compounded the problem. Experimental studies indicate that carpets can cut classroom noise by as much as 50 per cent, according to a new booklet of the American Carpet Institute (350 Fifth Avenue, New York 1), "Excellence and Economy: A Report on the Benefits of Carpeting in the School." In usually clamorous halls they can reduce the noise level by 16 to 22 decibels. They are effective because they virtually eliminate the sound of footsteps on hard floors and effectively absorb much other sound.

Student reaction to the de-institutionalizing effect of carpets is marked. At the Shaker High School near Newtonville, New York, half of the building was carpeted and tile flooring was installed in the other half. Principal Millard J. Smith reports that loud talking and horseplay tend to taper off when groups reach the carpeted area, and

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that boys who leave their hats on when entering the building almost automatically take them off when they feel the carpet under foot.

The real pay-off comes from the educational and environmental effects of carpeting in schools, but the story of costs is a surprising one. Five years ago Andrews, Texas, installed carpets in one of five identical primary schools in the district; the others were tiled. At the end of twenty-seven months, maintenance costs were computed. The four schools with tile floors had spent from $2,087 to $2,099 each. The carpeted school had spent $1,457. As a result the school board asked for bids on carpeting classrooms and corridors in the new high school, and found that hard surface floors were less expensive, but if the cost of acoustic ceiling tile—which would no longer be necessary—was added, carpeted floors cost no more. Thus, the substantial savings on maintenance can be credited toward replacement at the end of ten years.

PLANNING BUILDINGS for the rapidly changing American school poses major problems for everyone concerned, from the architect who draws the plans to the citizen who pays the bill. As a result, new publications in the field appear at an ever increasing pace. A sampling of recent ones indicates the variety of approaches to recurring problems:

"Planning Schools for New Media," by Amo De Bernardis, Victor W. Doherty, Errett Hummel, and Charles William Brubaker (Portland State College, Division of Education, Portland, Oregon, $1), is designed to help boards of education, school administrators, and architects plan facilities for the "full and effective use of modern media of instruction."

"Space and Dollars: An Urban University Expands," by Ruth Weinstock (Educational Facilities Laboratories, 477 Madison Avenue, New York 22), describes in words and pictures the problems and possibilities facing urban institutions of higher learning as the pressure to expand grows more acute.

"Space for Teachers," by Raymond C. Schneider (Stanford University School Planning Laboratory, Stanford, California), shows colorfully and informally for schoolmen and laymen how modern planning can provide more space and time for teachers' professional tasks.

"Functional Schools for Young Children," by James L. Taylor, Lillian L. Gore, and Hazel F. Gabbard, issued by the U.S. Office of Education (Superintendent of Documents, U.S. Government Printing Office, Washington 25, 65 cents), provides a guide for planning schools for kindergarten and the primary grades.

LONG REGISTRATION LINES at colleges and universities in the fall are disappearing from the campus scene. More and more institutions are finding ways to avoid the traditional registration rush. Boston University has eliminated the problem entirely by working out a system of registration for returning students during their free time in the spring. This fall they will have to queue up only to pay tuition and fees. Students are overwhelmingly in favor of the new policy that spares them sore feet, frayed tempers, and the lost time of yesteryear.

A NEW PROGRAM for the review and evaluation of local school systems was announced recently by the State Department of Education in New York. A memo to local school officials from State Commissioner of Education James E. Allen, Jr. (see page 66) outlined the plan to make the resources of the department available to local school systems for "an intensive appraisal of the quality and effectiveness of the local education program." The service will be available only on request by local school officials and will consist of a detailed study by local staff members and a review team composed of specialists from institutions of higher learning, other school systems, and members of the state department of education.

A NEW STUDY of U.S. graduate students in the arts and sciences finds that "poor" students in the natural sciences have almost as good a chance of receiving financial aid as students rated "excellent" or "superior" in the social sciences or humanities. Prepared by the National Opinion Research Center of the University of Chicago, the study, "Stipends and Spouses—The Consumer Finances of Graduate Study in America," also showed that one-quarter of all U.S. graduate students were enrolled in the nation's seven largest graduate schools — Columbia, Chicago, California at Berkeley, Michigan, Wisconsin, Minnesota and New York University. Other findings:

►There is no evidence of a relationship between financial problems and dropouts. Academic ability, family responsibilities and age are more reliable predictors of those who will fail to complete their studies.

►Sources of income other than stipends from scholarships, teaching, or research assistantships in the order of their importance: spouse's employment, part-time jobs, savings, veterans' benefits, full-time work, investments, and borrowing.

►Ninety-one per cent indicated they did not expect to borrow, which leads the study to state: "It appears that the students decide how much money they need to prevent them from going into debt, then raise it, even if this means cutting down on their progress."

SELECTIVE ADMISSIONS POLICIES at private colleges and universities have received so much publicity in recent years that we tend to forget the problems of the many state institutions that are forced to accept all who apply. In place of selective admissions, these schools follow a policy of "selective retention," which simply means that a high percentage of each freshman class is flunked out. This is an expensive, brutal, but effective way of getting rid of youngsters who never should have been allowed to enroll, and allows the schools to maintain at least minimum academic standards. It also perpetuates a perverted view of the meaning of democratic equality of opportunity.

When reviewing its "selective retention" policy recently, Moorhead State College in Minnesota found that only 55 per cent of its entering students survived the freshman year and enrolled the following fall as sophomores. In an effort to discover why, the college analyzed the records of the 248 graduates of Minnesota high schools who entered the college in the fall of 1959. Of the 102 who failed to enroll in the fall of 1960, 7 per cent had completed a short technician's course, 21 per cent failed to return for a variety of personal reasons, and 72 per cent had been in serious academic difficulty.

Further analysis showed that of the entering students who graduated in the top 40 per cent of their high school classes, about 17 per cent had experienced some scholastic difficulty, but nearly 80 per cent enrolled for the sophomore year. Of those who graduated in the bottom 40 per cent of their high school classes, however, more than 80 per cent were in scholastic difficulty and only 30 per cent survived to the sophomore year. —James Cass.

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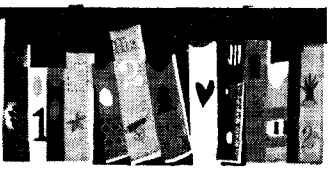
the Editor's Bookshelf



ONE OF the widely accepted purposes of our system of free, public schools is that of providing equal opportunity for all American youth; yet this goal is still far from achieved and extremely difficult to achieve. Parents who have gained power, money, or social position naturally want to pass these advantages on to their children, and one way of doing this is to make sure that their children have better than average educational opportunity. In the past, many parents of the upper social and economic levels have provided what they believe to be superior education for their children by hiring private tutors or by sending their children to the more expensive private schools and colleges. Today many achieve the same end by building superior public schools in the communities in which they live. The result is that public schools often are distinctly better in the prosperous suburbs—Scarsdale, Winnetka, or Beverly Hills—than in either the city slums or the poorer rural areas. Teachers and administrators are more highly selected and better educated, standards are higher, and buildings and equipment are superior. But even if children from all kinds of families attend the same schools, as they do in many American communities, the opportunities are not really equal because the child from an intellectually impoverished home is not well prepared to profit from what the school has to offer.

These problems are explored at length in "**Education and Income**," by Patricia Cayo Sexton (Viking, 298 pp., $6.). Although the book is based, in part, upon a study of the schools in an unidentified midwestern metropolis called Big City, which sounds very much like Detroit, the author also draws upon her extensive personal experience with working-class children. She has been an assembly line worker, her mother has been an auto worker for twenty years, and her husband is Educational Director of the UAW. Mrs. Sexton now teaches Educational Sociology at New York University but she writes with a fervor that comes of deep personal conviction rather than mere academic interest in her problem. This fact gives the book warmth, vigor, and persuasiveness but it also leads the author into some exaggerations such as her statement that ". . . many spokesmen for upper-income groups have fastened upon the 'gifted'-child programs as a major solution to our educational problems. 'Educate the elite,' they say, 'and forget the others.'" We know of no spokesmen who have ever said any such thing and we doubt that they exist. Many educators believe that if our culture is to survive and flourish we must identify talented children as early as possible and make special provision for their education in order that they may fulfill their potential as leaders, but leadership is something different from an elite class and no one suggests that we "forget the others." Leaders may emerge from any social or economic class.

DR. SEXTON does cite impressive evidence, however, that children from professional families and from the higher income brackets have a much better statistical chance of getting into the gifted-child programs than do those whose parents are unskilled or semi-skilled industrial workers. Children from the lower socio-economic levels also make lower grades on the average, win fewer honors, find school less interesting and satisfying, win fewer college scholarships, and drop out of school at an earlier age than do those from the higher levels.

Mrs. Sexton is convinced that the failure of children from factory workers' homes to achieve success in school is the result of a failure of the school system to adapt itself to the needs of such children. She points out that nearly all school board members come from the professional and business classes, that teachers, whatever their origin, are predominantly oriented toward middle-class standards, and that schoolbooks and tests present material much more familiar to middle- and upper-class children than to those of the lower classes.

It is not entirely clear to this reader whether Mrs. Sexton believes that children from all social groups have identical capacity for learning or whether she believes that there is no such thing as inherited capacity. In any case, she vigorously rejects the view that intelligence tests can measure such potentiality, and says flatly, "there is not a shred of proof that any of these I.Q. tests are valid measures of native intelligence." She recommends that the "use of I.Q. tests should be stopped."

The facts are somewhat more complicated and debatable than she makes them appear. Of course no test has *perfect* validity. Intelligence test scores are obviously influenced by the child's previous opportunity for learning and by the culture in which he lives. Psychologists still debate the relative influence of inherited capacity versus past experience upon I.Q. scores and Mrs. Sexton quotes only those who favor her side in the debate. But the evidence that inherited differences in capacity for learning do exist, and that these differences greatly influence intelligence test scores, adds up to considerably more than a shred.

IT IS true that I.Q.s are sometimes misinterpreted and misused by parents and teachers. (Mrs. Sexton misinterprets them when she gives a table of "I.Q. Ratings" ranging from 2.57 to 5.51; these may be intelligence test ratings but they obviously are not I.Q.s.) It is also true that a child's tested I.Q. may change from year to year and may improve if he is moved to a more stimulating environment. But to conclude from this that all intelligence tests should be abolished is as misguided as it would be to recommend that tests of blood pressure should never be used because many patients do not understand what blood pressure means or because blood pressure changes considerably from day to day and from year to year. Blood pressure fluctuates much more than does I.Q. but the fact remains that, in the hands of a competent physician, a test of blood pressure is a useful diagnostic tool and in the hands of a competent psychologist a test of intelligence is also a useful diagnostic and predictive device. Many bright children from poorer homes are never recognized as bright until a psychologist discovers them with the aid of an intelligence test. If intelligence tests are being misused the solution is to educate the users—not to discard the instrument.

Mrs. Sexton is quite right, however, in stressing the fact that the child from a culturally deprived home does not get an even break in our schools, particularly if he speaks poor English and brings to the school behavior patterns that the teacher and other children find objectionable. This fact is not new but it is important and troublesome. It deserves to be restated, emphasized, and examined, and we must do something about it. This fact makes "Education and Income" an important book, for no one who reads it will remain complacent. —P.W.

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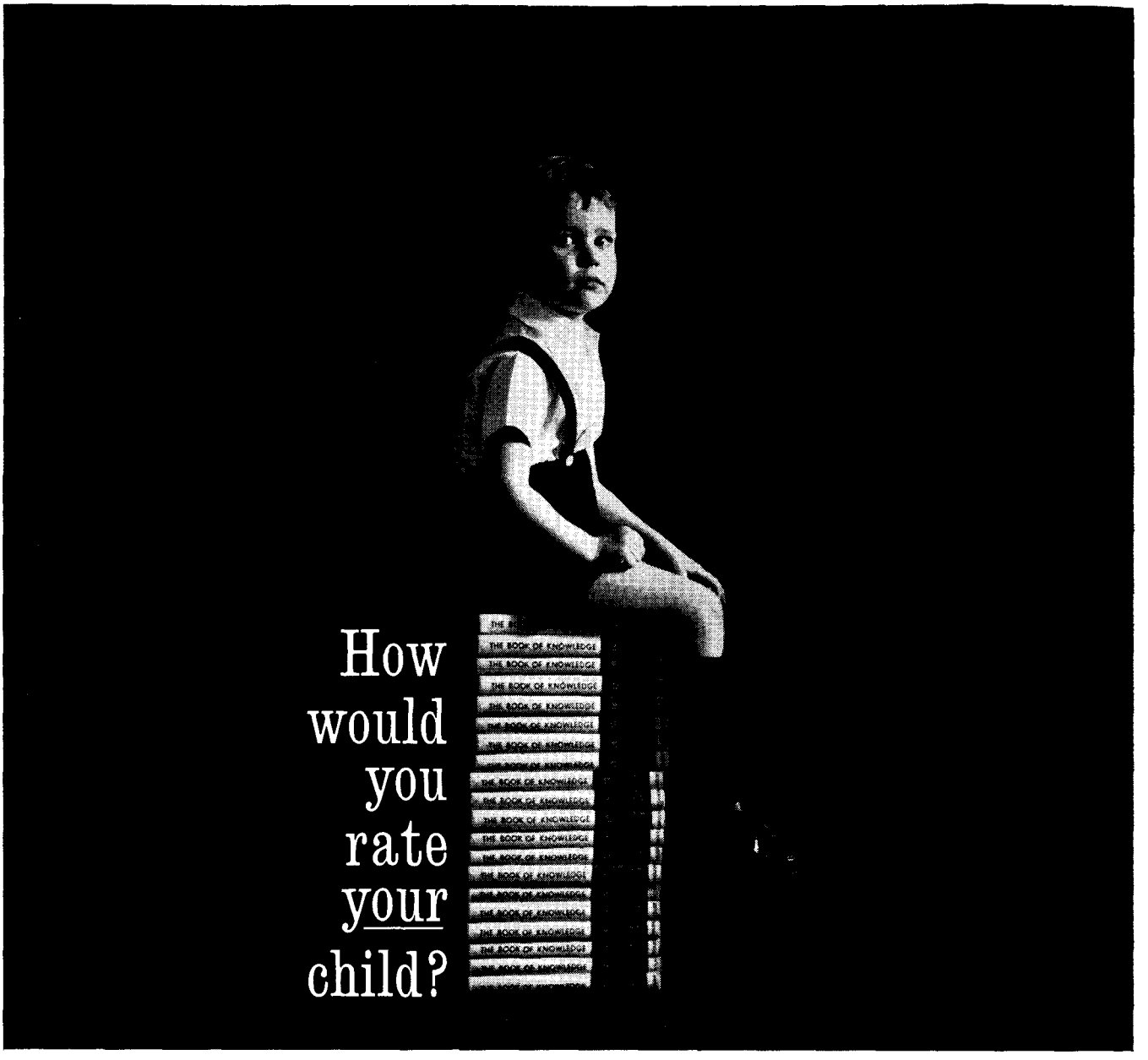

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BOOK REVIEW

Teen-Age Sub-Culture

"The Adolescent Society," by James S. Coleman *(The Free Press. 368 pp. $6.95), is a study of "The Social Life of the Teenager and its Impact on Education." Max Birnbaum is education consultant for the American Jewish Committee and staff member of Boston University's Human Relations Center.*

By Max Birnbaum

SHOULD social research disturb the equanimity of institutions? Force one to question first principles? Tamper with sacred myths? Cast doubt on the wisdom of much of present educational practice? If this be the function of research, then James S. Coleman's "The Adolescent Society" performs the service admirably. For the burden of his findings is that every effort to induce students to become more academically oriented will founder until the adolescent world itself accepts academic achievement as the major means for the attainment of status. Then and only then will schools achieve their primary objective. If Coleman's conclusions are not challenged, the current stress on increasing educational budgets, adopting new teaching technologies, and emphasizing excellence in education is doomed to be only a palliative.

Coleman reconfirms the sociological thesis that adolescent society is an independent subculture with its own norms of behavior, status system, and rewards and punishments. Cut off from direct parental influence by industrial changes of the past fifty years, the high school adolescent world presents, in Coleman's words, a "Coney Island mirror which throws back a reflection of adult society in a distorted, but recognizable image." In this distorted mirror, girls consider "brains" a major handicap to popularity with both boys and girls and, consequently, disavow their intellectual capacity by underachievement. Boys, simultaneously, reject the image of the "brilliant student" and prefer to be the rounded individual who excels in athletics and is reasonably satisfactory in his studies.

Coleman found the quintessence of high school anti-intellectualism in Executive Heights, a fictitiously named upper-middle-class community high school, one of ten secondary schools that were the research universe for "The Adolescent Society." Here the girls strive to achieve the adolescent counterpart of the clubwoman; the major course of study, as it were, consisting of extracurricular school activities of a dizzying variety. The boys yearn to be, in addition to the stereotypic good athlete and acceptable student, the male counterpart of the clubwoman—a good social mixer, popular with both the boys and girls. In Executive Heights, despite the hectic competition for admittance to preferred, status colleges and universities, it was considered undesirable to be known as a "brilliant student."

Research for "The Adolescent Society" was conducted under a grant by the U.S. Office of Education. High school life was examined in five small towns, two small cities, two suburbs, and a large city boys' parochial high school. Although the schools are all located in northern Illinois, they were selected as a typical sample of American high schools. Coleman's generalizations about secondary education, based as they are upon a small geographical region, will surely be challenged. That he anticipated criticism on this score is reflected in the fact that he felt called upon to cite additional data from Baltimore and New York City to confirm his central thesis. Generally, the supplementary findings are that a student's contribution to his school through athletic activities rates higher for boys than any other activity. To be a brilliant athlete is quite acceptable, but to be known as a brilliant and studious athlete causes his acceptance quotient to diminish radically, so that he will then rank below the average nonstudious athlete. Unlike athletic prowess, individual studiousness is apparently perceived as a self-serving act. To what degree athleticism is also perceived as an assertion of masculinity, and studiousness a contrary manifestation, is not clear from the data.

Serious questions about the continued desirability of coeducation are raised quite pointedly by the author. Mixing the sexes may not be best for academic performance of either boys

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or girls; nor, as Coleman hints, may it be the best milieu for the ultimate in socialization—marriage and the rearing of the family. "The Adolescent Society" raises sufficient doubt about the functional relationship of coeducation and the academic life of the secondary school to warrant a fundamental re-examination of our present coeducational high school.

Coleman's research confirms the central finding of earlier studies in industrial and military settings, where the crucial influence of the group upon individual performance was first disclosed. The group influences in the high school also create a climate in which many individuals with higher aspirations and capacities are coerced into adapting themselves to the lower standards set by the adolescent subculture. The faculty cannot offer rewards or punishments that are equally meaningful to those available in the repertoire of the adolescents themselves.

Coleman does not rest with the description of the pathology and, to his credit, offers a prescription for the disease. That the suggested treatment does not compare in magnitude with the scope and depth of his diagnosis should not detract from his efforts. His suggestion is simple and practical: Use interscholastic intellectual competition to drain off a portion of adolescent energy that now goes into athletics. Place the intellectual in a position where he, too, strives to bring honor and glory to his group by sharpening his tools for himself as well as his school. Publicize these achievements, and surely the status of the intellectual will undergo some improvement. Nevertheless, it would be naïve for anyone to follow Coleman in believing that interscholastic competition will materially alter the situation he describes. Most meaningful intellectual and creative work is necessarily a lonely and personal affair, not reducible to spectator-sports competition, where the athlete not only strives for himself and the group, but does it as part of his team and in full view of a student body that identifies in a vicarious experience. Individual academic achievement cannot produce a similar emotional identification.

Three additional findings of substantial significance deserve mention. The first is the oft-suspected low position that teachers' opinions occupy on the esteem scale of the adolescent; approximately 3 per cent of the secondary students were concerned about their disapproval. The remaining 97 per cent were more concerned with the reactions of their parents and peers. The second finding will arouse the partisans of more finances for education, because it confirms an earlier study cited by Coleman, which found no correlation between the amount expended per pupil and achievement. The third conclusion, and easily the most sensational in the entire volume, though not necessarily the best documented, is that the outstanding academic performances today are by those who "are not really of the highest intelligence, but are only the ones who are willing to work hard at a relatively unrewarded activity." Is it this group that has performed so spectacularly in recent years on College Entrance and Merit Scholarship examinations?

"The Adolescent Society" deserves an intensive reading and discussion. Educators and parents have been both the perpetrators and the victims of a delusionary exercise known as establishing the goals of secondary education. Recent contributors to the confusion have been James Conant, suggesting a reorganization of curriculum priorities, and John Gardner, urging the maximum intellectual effort from students. These have been supplemented by back-bench comments from Arthur Bestor, who sees no cure for our secondary schools, but more scholarship for the teachers; and by Admiral Rickover, who proposes a national network of federally supported secondary schools devoted solely to the cultivation of the intellect. A comparison of all present blueprints with the reality which Coleman documents for us may make us less sanguine about the possibilities of various proposals, but it may also reduce the unnecessary controversy now surrounding secondary education.

The fact that Coleman has written this volume simply, with a minimum of technical vocabulary, helps us to confront the crucial issues. It should equip the educated parent and layman alike to ask the necessary questions of themselves as well as of those who direct our secondary schools. Parents must face their own ambivalence, which, by precept and example, conditions their children to wish to achieve, but not at the cost of rejection or isolation by their friends. Teachers must be challenged to devise new ways of working with the adolescent group, making use of its culture for educational purposes and not, as is their present practice, being content to influence only the few deviants who respond to academic goals. The queries must always be addressed to those jointly responsible, for the system of delusions appears to be a common condition.

(*Advertisement*)

Let's Teach the Art of Listening

by

RALPH G. NICHOLS

Chairman, Department of Rhetoric, University of Minnesota; coauthor of books on listening for adults and of *Learn to Listen, Speak, and Write* for Grades 1 and 2.

Today, listening has become almost as important to us as a people as it was to primitive man who could neither read nor write. Radio, television, and recording devices have become a part of everyday life. Since we are influenced daily by the spoken word, we shall do well to teach our children and ourselves to listen effectively. We shall need to give continual attention, in school and out, to the refinement of listening habits and skills.

For example, all of us—child and man—can profit by learning to pay attention. Let's teach our children and ourselves to "hear the man out," to steel ourselves against the distractions and daydreams and too-quick emotional reactions that make us unable to take in what has been said.

We need to learn and practice the thinking skills that accompany good listening: spotting the main idea, following its development, holding onto the thread of a thought so that we remember it right, not wrong.

We—and our children in school—will do well to learn the art of listening as group discussions are being carried on, to listen so thoughtfully that our contribution when we make it is to the point and moves the discussion forward.

Think of the demands made upon you as a listener throughout a single day—at home, in the office, on the phone, in front of your television set. Think of the demands made on your children as listeners—in first grade, in high school, in college. If you, as a parent, have listened to them, held their attention as they listened to you, listened *with* them and discussed what all of you heard, congratulate yourself. If their teachers at school are working on listening too, be proud that your school is one of the many today that recognize the importance of teaching the art of listening.

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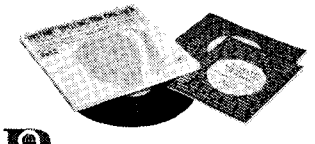

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McMurrin

Continued from page 59

cultivation of the intellect. It is only when this task is firmly established as the central purpose of a school that it will produce effectively those results in personal and civic character that we rightly expect of it.

Secondly, we must guard against the tendency to suppose that our national well-being is served primarily by advances in technology, however important and timely these may be. Knowledge is of value for its own sake as well as for its uses, and unless the sciences are supported in their own right the capital of knowledge on which our technology is nourished will surely diminish. And the social sciences and the humanities and fine arts are as important to the quality of our culture and eventually to the strength of our nation as are engineering and the physical sciences, upon which now so much obviously depends. The study of politics, history, and philosophy is fundamental to our cultural life, and no nation can achieve a lasting strength unless its character is expressed in great literature, art, and music.

We should not fear that a more effective accommodation of education to social needs and national goals must destroy the freedom and individual initiative and creativity of our people. On the contrary, countless persons would thereby find a new freedom, for they would be brought into the educational process on a higher level, and through institutions designed for their peculiar abilities on the one hand and the needs of our social and economic order on the other.

It is entirely obvious, of course, that we cannot now be satisfied with any educational endeavor that is not genuinely committed to the highest standards of which we are capable. Whatever may be the disposition of some individuals, the nation cannot afford anything less than is now so commonly called the pursuit of excellence. At every step of the educational ladder we must make those demands for achievement that will call forth the full capabilities of every student.

I believe that we are guilty, and that we know that we are guilty, of often following a path of inordinate ease and comfort in our educational policy and practice. And we are suddenly aware that all too often we have sacrificed excellence to a large measure of mediocrity, because we have been unwilling to pay the price that excellence demands—rigor, discipline, and genuinely hard work.

Like so many other departments of our society and culture, our educational establishment at many points is comfortable and soft. At times we have been far too willing to entertain and to tolerate when we should have disciplined, directed, and inspired—inspired by great teaching, of the type that moves the mind to a genuine love of knowledge and to an insatiable demand to possess and to create it; directed by wisdom that grasps the proper ends of learning, profound wisdom that is sensitive to whatever is most precious to the human soul, whatever is most worthy of human endeavor; and disciplined by that internal discipline whereby a genuinely moral person orders his life, determines the means appropriate to his ends, and achieves a proper integration of his intellect and affections.

To the extent that we have failed to challenge the full capabilities of our students, from kindergarten through graduate school, we have betrayed the democratic ideal that is so precious to us. The meaning of democracy in education is not found in a dead-leveling process that attempts to conform all men to a simple equality. We believe not that all men are of equal capacity, but that all are entitled to the opportunity to develop fully such capacities as they have. We combine this with a belief in the inherent dignity of the individual person. These are powerful ideas with tremendous implications. They mean, certainly, that the creative artist, the professional person, and the artisan alike deserve the full esteem of their fellow men and that every man is entitled to his measure of self-respect who is doing his best in a vocation that contributes to the total life of our society.

WHEN we demand in our schools and elsewhere something less than the individual is capable of doing, we rob him of his self-respect and we corrupt our most basic ideals. We have been too often guilty on this count, and our schools must bear a large measure of responsibility for that guilt.

It is not a proper reply to say that our children learn more now than they did 50 years ago. No doubt this is true, for more knowledge is now available. But measurable increases in the amount of knowledge gained in the course of a year, while important, are beside the point. Educational excellence, as a goal, is never realized. It is neither visible nor tangible. Perhaps it is not, strictly speaking, a goal at all, but an attitude that informs the total process of education. In any event, we can approach excellence in education only by demanding of all—administrators, teachers, students, and the general public—all that they are capable of achieving. If ever in the past there were reason for asking less, there is none now, for our times are perilous and will accept no less.

We have not lacked great teaching, and we may be grateful for the innumerable highly qualified and dedicated teachers who have provided it. Their contribution to our society is immeasurable. But the quality of teaching, generally, is lower by far than it should be, and lower, too, than it need be. It is here that we confront our greatest failure in matters pertaining to education. That failure consists of a stubborn refusal by our society to commit to the teaching profession a large enough measure of the best that we have in human resources. The quality of teaching is our basic educational problem. It will not be solved until all of our teachers have the competence that is now enjoyed by those whom we all recognize for their great and inspiring work in our classrooms, seminars, and laboratories.

THE identification and education of teachers for our schools is now a matter of major concern for the nation. It is a national tragedy that the generality of our teachers are not fully qualified to assume the burden of responsibility that we must place upon them in the future. Many are lacking the native talent demanded by the art of teaching. Others in large numbers are inadequately prepared by general education or education in their teaching specialties. The responsibility for this rests partially upon our society as a whole, for it has failed to raise the teaching profession to that level of stature and esteem that would make it attractive to highly talented people in numbers adequate to fully satisfy the demand for qualified teaching personnel, and our public leaders have not insisted that our colleges and universities devote their best efforts to the education of teachers.

It would be unwise to suppose that this predicament of the teaching profession is due simply to inadequate salaries for teachers, even though the problem will never be solved until the average salary level of the profession is made competitive with that of other employed professions. It is due in part at least to the fact that the education of prospective teachers in our society has quite commonly failed to fully challenge the intellectual abilities and creative talents of the more capable segment of our students. Persons of high ability look to a profession that demands rigorous preparation and high competence. The range of students entering our professional education schools is far too wide for the good of our nation. It encompasses many who enjoy the highest capabilities, but

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also many who are near failures in any scholastic endeavor.

In the future every effort must be made to identify persons of high intellectual competence and talent in the art of teaching and to attract them to the teaching profession. And the standards of our colleges of education must be raised to exclude those who do not have real promise. The finest education must be made available to those who qualify: first, a genuine and rigorous liberal education in the full sense of that word, an education in the arts and sciences of the kind that frees the mind, that acquaints it with at least the rudiments of the world's basic knowledge, and cultivates critical and creative intelligence. To insure this kind of education, the education school must become a part of the mainstream of the intellectual life of our universities. The education of teachers is properly the task of the entire faculty, not simply of those who specialize in the teaching art and its related sciences.

IT IS a national scandal that large numbers of our teachers are inadequately prepared in the subject matter that they teach. We should not be satisfied until this situation is entirely corrected, as its perpetuation is the surest guarantee of mediocrity in the classroom. There will never be a substitute for a teacher's full mastery of his subject.

Finally, education in the art of teaching has too commonly been narrowly conceived in terms of psychological studies descriptive of the learning process. Teaching is an art that must be rooted in the entire gamut of the behavioral sciences as well as in psychology, involving such disciplines as sociology, descriptive ethics, and cultural anthropology. But far more than this, even a simple comprehension of the proper aims of education involves necessarily an intimate knowledge of the value structure of the culture and entails some acquaintance with the essentials of its intellectual and moral tradition. For the meaning of education is found in part in the great task of understanding, appreciating, criticizing, and perpetuating the culture of which we are a part and in which are lodged our value traditions and commitments. To put it briefly, there is no easy road in the preparation of teachers of the kind that we must now guarantee our schools. Our society will make heavy demands upon them in the future.

We may take much satisfaction in the fact that American education has firm foundations and has cultivated numerous precious virtues and has made solid and notable gains. That many of our

—*Sybil Shelton (Monkmeyer).*

"Many of our schools at all levels are institutions of outstanding quality."

schools at all levels are institutions of outstanding quality is entirely obvious. And there are instances among them of surpassing excellence. Our primary asset is the firm tradition of freedom that is the foundation of our intellectual life and that unfailingly supports the open and uninhibited quest for knowledge that generally characterizes our schools and colleges. And our most important advance, of course, has been the achievement and implementation of a democratic ideal in education. We have virtually effected a general literacy and have created abundant opportunities for advanced education on many levels and in a variety of directions. In the matter of quantity we have done well. And although our quality often leaves much to be desired, we must turn a deaf ear to those reactionaries among us who are forever insisting that we abandon our democratic ideal and model our education on the aristocratic patterns of some European nations. There can be no turning back from what has been a high and sacred purpose. We must dedicate ourselves to the improvement of our intellectual life within the context of an educational philosophy that is native to our culture and appropriate to the ends that have been defined by our democratic commitment.

The real values of the modern American curriculum are another notable instance of our educational achievement. But it is not necessary to devote precious time and energy to trivial studies and activities to demonstrate our concern for the student as well as for the subject or to prove our emancipation from the classical European education. It is not necessary to abandon genuine learning just because we have discovered that schools should be congenial to students as well as to books, information, and ideas. We have done well to encourage broad general education. But it is wise to remember that one cannot know anything in general without knowing something in particular. Nor, as I have already urged, is it a demand of our democratic ideal that we direct our educational effort so commonly toward average talent and intellectual capacity and thereby involve our nation in mediocrity while betraying countless numbers of persons who have high intelligence and creative ability.

A generation ago the eminent philosopher, Alfred North Whitehead, dramatically and with great prescience insisted on the profound danger of failure in education. His words have been quoted often in recent years, but they are no less important for that:

> When one considers in its length and in its breadth the importance of this question of the education of a nation's young, the broken lives, the defeated hopes, the national failures, which result from the frivolous inertia with which it is treated, it is difficult to restrain within oneself a savage rage. In the conditions of modern life the rule is absolute, the race which does not value trained intelligence is doomed. Not all your heroism, not all your social charm, not all your wit, not all your victories on land or at sea, can move back the finger of fate. Today we maintain ourselves. Tomorrow science will have moved forward yet one more step, and there will be no appeal from the judgment which will then be pronounced on the uneducated.

The facts become increasingly plain. The handwriting on the wall is there for all to read. If the United States is to continue to move forward and to make its proper contribution to its children and to the world, its people must be willing to dedicate a much larger share than ever before of their human and material resources to the support of education. There is no point in searching for an alternative. There is none if we are serious in our determination to educate our people in such a way that through their collective assertion of the autonomy of human freedom over the otherwise meaningless drift of history they will secure the future life and enrichment of our culture.

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Rosenhaupt

Continued from page 65

Foundation a hundred. The graduate fellowships and assistantships—sometimes lush, mostly modest—offered by the graduate departments themselves run into tens of thousands. An increasing proportion of those college seniors who are bright enough for graduate work and willing to try it can count on support, and it is essential to the survival of our society that this support be at least maintained and possibly enlarged. Good fellowships do much good beyond supporting a relatively small group of excellent students. They also spread the gospel of graduate work: nominations for the 1,000 annual Woodrow Wilson Fellowships in 1960 alone passed the 10,000 mark—as against under 2,000 in 1957. And we know from previous years that 80 per cent of those nominated candidates who fail to win can be expected to go to graduate school anyway.

There is support available for gifted college seniors, but not enough to go around. If Carry Back were used to pull a milk wagon, the country would rise in arms, but there is little serious concern about the waste of our most precious—and scarce—national resource, intellectual manpower. How many brilliant boys and girls don't even finish high school? While about half the entire college age group enters college, only 40 per cent of the top tenth in intelligence graduated from college in 1957. Few people are aware of the critical importance of the National Merit Scholarship Program, and of other programs that encourage brilliant high school students to enter college. Junior colleges give a chance to social strata heretofore excluded, but much good potential is lost at the end of the sophomore year. Many brilliant women are permanently or temporarily lost to the scholarly world because of marriage. We can utilize their energies by being more flexible and understanding in our graduate degree requirements and, later, job arrangements. The final answer to the problem of graduate manpower will have to be provided on the high school and college level.

Until the millennium arrives and all Americans of high intelligence are given full and good college training, graduate education, like its powerful competitors for high-level brains—professional schools and business—must make sure that it gets its share of the scarce raw material, college-trained brains. Providing more fellowships is bound to help, at least from a parochial perspective. Recent surveys at Brooklyn College and at Princeton show that a slightly higher percentage than formerly of last year's top seniors chose graduate careers. But many good prospects are still lost to the profession. To begin with, the intellectual commitment that a future scholar must have cannot be bought with money. The long-range task, therefore, is to make intellectual professions attractive and rewarding. But that will take long, and in the meantime we can at least sway some college graduates, primarily those who might otherwise choose medicine and law. From a national perspective this amounts to nothing less than robbing Peter to pay Paul. Furthermore, fellowships constitute

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9-16

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only "earnest money," whereas salaries are the real pay-off. In spite of spectacular rises in academic salaries, particularly at universities, averages are still low. Promotions are slow and, worse, erratic. Not many professors outside the sciences have incomes comparable with those of successful doctors and lawyers.

But potential scholars are less discouraged by poverty than by uncertainty. Medicine, law, and engineering students proceed on a reliable time schedule of training. Compare the graduate student to these confident voyagers. Although the catalogue says that after so many semesters he will take examinations, he soon discovers that few manage within the stated time. Sometimes he can't even establish what subjects or fields he must cover, for the departmental chairman has been too busy or too tired to arbitrate among the many claims on the candidate's time. Neater academic housekeeping may be indicated, but that has its dangers.

Recent critics of education, such as Admiral Rickover, have attacked the pampering, the lowering of standards, the sloppiness of elementary, higher, and even college education, and rightly so. They have asked for stricter rules, clearer definitions, more supervision. But the discipline and control needed on lower levels of education, applied to our graduate schools, may destroy something more precious than neatness, namely originality and creativity.

Pedantry, rampant in some graduate schools today, insists on rigidly defined competence—so many authors read, so many dates remembered, so many quotes identified. I asked a graduate student at a Midwestern graduate school why he had dropped Anglo-

FRASER YOUNG'S

LITERARY CRYPT NO. 947

A cryptogram is writing in cipher. Every letter is part of a code that remains constant throughout the puzzle. Answer No. 947 will be found in the next issue.

APEAFXC XO ZPS'O ZXYC CP RXCCRF HFE. MGLAF MKGCPE.

———

Answer to Literary Crypt No. 946

A drama critic is a person who surprises the playwright by informing him what he meant.

—Wilson Mizner.

Saxon. "I found it so fascinating," he explained, "that I neglected the other required subjects." Pedantry provides a countermeasure against careless treatment of facts, against hopping about or else digging too narrowly and deeply, without exertion and system. If unchecked, however, it stifles joy of discovery, curiosity, the creation of new insights, the courage to say what has not been said before.

Pedantry can be checked by department heads and deans, and by professors, in doctoral committees. Unfortunately, in some graduate schools examinations have become a tedious chore. The professor, honored by the invitation, may agree to serve on an examining committee, but he rarely reads the dissertation carefully enough to challenge his colleagues. Often he lacks not only time, but interests outside his own area.

That takes us to another shadow—the length of time spent on earning the Ph.D. The statistics I compiled some years ago for Columbia are frightening. In such departments as economics, history, political science the *average* time elapsed between entering graduate school and earning the Ph.D. was over eight years, and over ten in others such as English, sociology, and German (where it was twelve and a half years!). But what matters more than the number of days and months and years he studies, is the quality of work that the Ph.D. produces.

The New York *Times* some time ago printed this De Profundis from a Harvard Ph.D.: "Let us hope that we are not now to witness a general condemnation of those graduate students who have patronized ghost-writing bureaus. I am still close enough to the writing of my own dissertation to see that theirs was only the healthy, instinctive response of creative and vigorous minds which refused to be submerged and deadened by masses of meaningless detail.

"For four years I watched my relations with my wife, my children, my

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students and my soul grow strained and barren as I worked weekends and nights on that monstrous thing, which is too pedantic for our university presses to publish and far too remote to interest more than a very few, among whom, alas, I can no longer number myself."

Occasionally one encounters a graduate student who is truly happy. Far too many grind away in an atmosphere of sweat and dreariness. Too many articles are written to show off someone else's negligence or to explore without pleasure territory left unexplored so far for the main reason that it is dreary.

The remedy against pedantic piffle is the rediscovery of the focal point of graduate study, the master-pupil relationship. As a first minimal condition the Ph.D. supervisor needs protection from the many demands made upon his time. The grand larceny of time perpetrated by the institution called committee must be stopped. Some committees are formed for the principal purpose of reconciling men of differing views. For their sins they are forced to waste their own and their opponents' time by quibbling over trivia. Others waste precious time trying to solve the insoluble, generally because some administrator was too timid to make up his mind and face the consequences.

Graduate teachers (*all* teachers) should be protected against committees. They should also be credited, as at many graduate schools they are not, for sponsoring dissertations, and relieved proportionately from classroom teaching. They need to be protected against themselves either by colleagues or the dean. Some years ago a well known professor at Columbia sponsored forty dissertations while some of his colleagues, less responsive or less popular, had only a handful. Some professors need protection against their greed, which takes them off campus and into all kinds of junkets, projects, businesses, bureaus, banks, broadcasts and book clubs.

However, if by a miracle the number of professors were doubled, and students sensibly distributed, first among graduate schools, then among the professors, a basic problem would persist: graduate students criticize the *quality of mind* given them, not the *quantity of time*. They notice indifference to their topic, and they resent it. Although they don't want to be coddled they resent even more indifference toward themselves as persons.

Why is there such a barrier between graduate professor and student? To begin with, a great scholar is apt to be—or appear to be—preoccupied, distant, and even eccentric. The disciples of Professors Abelard and Aristotle, too, probably complained about their teachers' lack of warmth. But today, it seems to me, the chasm between professor and student has widened. In our days, for complicated and deep reasons, the intellect inhabits a house separate from the world outside, and separated into noncommunicating cells within. Such a house, arrogantly defended against *profanum vulgus* by inhabitants who don't speak to one another, is clearly not a home.

What are the chances for significant changes in graduate education? There will be many, but they will be slow for a number of reasons. First, books on graduate education such as Berelson's, primarily based on inquiries within the profession, fail to show up weaknesses because the respondents to questionnaires, as I have explained, see little reason to change the status quo.

Fortunately, a few graduate departments or schools do experiment, try to break the stranglehold of pedantry, and the general stirring to which I referred at the start is bound to bring on new ideas and reforms. But it takes a long time before those who send students and who hire Ph.D.s acknowledge the merit of an innovation.

Finally, those who want change need to keep in mind that the general climate of graduate study resists quick change. It is deeply conservative, and smugness is not the only reason for its conservatism.

Whatever is productive and sound—and a large sector of graduate education is—resists change. We who want change must understand that the professor's freedom to do as he pleases is a precious attribute of graduate education. The professor whom we want to influence resists change not only because he is immersed in his subject. His attachment to the status quo is justified. In a civilization preoccupied largely with hardware he keeps faith with mankind's older preoccupation with the question "Who is man, and what is his destiny?" A productive scholar quite properly resents all attempts to interfere with his academic freedom to be as specialized and isolated as he wishes to be. School teachers and even college instructors may tolerate a certain amount of pushing around, but the graduate professor will not, should not, and cannot be moved by pressures. All we can hope is that on his own he will realize that the time for a change of heart is due.

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Letters to the Editor

Continued from page 35

therefore, called them in because of their defiance of the law. . . .

LEARNED T. BULMAN,
Coordinator of Youth Services,
East Orange Public Library.
East Orange, N.J.

THE MET CRISIS

I WANT TO CONGRATULATE *SR*'s music editor, Irving Kolodin, for his fine article "The Met, the Unions, and Lincoln Center" [*SR*, Aug. 26], which is by far the best analysis I have seen of this unfortunate crisis. Although I live far from New York, I never miss an opera broadcast, and I attend eight performances a year when the Met is on the road. . . . I do not understand the unrealistic attitude of Local 802 of the musicians' union, and I do not understand the frequent cries of "cancellation" on the part of the management.

W. R. COLE, JR.
Louisville, Ky.

I WANT TO EXPRESS my appreciation for Mr. Kolodin's article on the Met. It is interesting, informative, and timely. . . . Officers of some unions need to become aware of public sentiment, else they destroy good will. Individually, some music lovers prefer the cancellation of the Met season to dominance by autocratic methods. . . .

AGNES HASSETT.
Brookline, Mass.

MR. KOLODIN'S ARTICLE was a fine exposition of the implications of the problem.

JOHN W. MCNULTY,
Director, Public Relations,
Lincoln Center for the
Performing Arts.
New York, N.Y.

TO AN INCURABLE idealist the death of one more illusion can be compared only to amputation without anesthetic. The values of our society at large may be hopelessly tangled, but please reassure me that there are musicians who regard their talent as a sacred trust. We should never expect material sacrifice to be the price of devotion to art, but perhaps he who looks upon a chair in the Met orchestra as a "job" could be given casters for his cello and be allowed to join the Teamsters Union.

CYNTHIA CUNNINGHAM.
Las Vegas, Nev.

PROFESSIONALLY it is not my place to compliment music critics. But compliments are in order after Irving Kolodin's brilliant "Bing Fires the Public." Such a display of common sense, not to mention concern for the public's best interests, is uncommon indeed. Besides, the piece was beautifully written. Bravo!

BROWN MEGGS,
Director, Public Relations,
Capitol Records.
Hollywood, Calif.

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(Continued from page 83)

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RURAL RENAISSANCE: REVITALIZING SMALL HIGH SCHOOLS. *By Edmund A. Ford. U. S. Office of Education Bulletin 1961, No. 11. Superintendent of Documents, U.S. Government Printing Office, Washington 25, D.C. Paperback,* 25¢. Description of experiments in improving education in small high schools in the nation.

TODAY AND TOMORROW: THREE ESSAYS ON ADULT EDUCATION IN THE FUTURE. *By Harold Taylor, Gordon W. Blackwell, and Margaret Mead. Center for the Study of Liberal Education for Adults. (4819 Greenwood Ave., Chicago 15, Illinois).* 38 *pp. Paperback.* $1. Three original papers commissioned as background material for the Center's eighth annual Leadership Conference.

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Decision-Making in Colleges

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Another theory is that the president runs the institution. Sometimes this theory approaches fact. A college president has a great deal of power, most of which is undefined and some of which he is well advised not to use, but there is no escaping the fact that, if he is doing his job, he is involved in every major decision that the institution makes. As you will see, he makes decisions or participates in them in a somewhat different way from other executives. Some people look on the president as a sort of father, and, as you know, a great many young men do not really like their fathers.

Another theory is that the faculty runs the institution. Within the realm of education, this is very close to fact because, no matter what anyone tells a good professor to do, he will do and teach just about what he wishes, and, if he is pestered too much, he will simply go away, for good professors are highly mobile. It is quite idle, for example, for anyone to devise a curriculum and try to impose it on the faculty; no matter what you call a course, the man who teaches it will determine its content. Wise presidents and boards rely very heavily on the faculty for decisions about education, and they are still wiser if they do not trouble them with decisions about other matters, such as the location of lampposts on the college green.

Still another theory about control is held by the students. Any good student body is convinced that it could run the institution much better than it is being run. Students tend to forget that they have, in a way, "hired themselves educated," and that, having hired an institution, they are well advised to abide by the decisions of the institution. Nevertheless, no educational decision can really be carried out without the students' approval, because it is virtually impossible to *impose* education upon bright young men.

—President Barnaby C. Keeney
of Brown University,
in The Educational Record

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ANNOUNCING *SR's* NINTH ANNUAL

World Travel Photo Competition

TWO GRAND PRIZES

for color winner: **A TRIP TO PARIS**

for black-and-white winner: **A TRIP TO TOKYO**

PLUS 20 ADDITIONAL CASH PRIZES

Award-winning photographs will again be featured in Saturday Review's annual World Travel Calendar issue. The next Calendar, to appear January 6, 1962, will report forthcoming events of major importance to tourists during the coming year in fifty countries.

The Calendar will be fully illustrated by the World Travel Awards photographs. One of the prize winners will be reproduced on the cover of the January 6th issue.

The Awards pictures will be chosen by the following judges, all distinguished in the field of photography:

Norris Harkness—Past President, Photographic Society of America, syndicated columnist, and leading authority on photography.

Ivan Dmitri—Leading color and magazine photographer.

Leopold Godowsky—Co-inventor of Kodachrome.

The important thing is to read the complete rules below, and start sending in your entries now, either color or black-and-white.

Deadline for entries is October 15, 1961.

SR's 1960 PHOTO CONTEST WINNERS

Joseph C. Zavatt of Woodmere, Long Island, 1960 winner of the grand prize for color. Judge Zavatt won a round-trip to the Orient with his photograph of a Yemenite Rabbi.

Paul Petroff of Great Neck, Long Island, 1960 winner of the grand prize for black-and-white. Mr. Petroff's photograph of a Mexican girl won him a round-trip to Rome.

PHOTO AWARDS

➡

Saturday Review

25 West 45th Street, New York 36, N. Y.

Should the Grand Prize winners prefer some other trip than the ones outlined above, the equivalent for one or two persons can be arranged on request.

Award Rules

1. The contest is strictly for amateur photographers. Anyone is eligible except employees of Saturday Review, members of their families, and individuals who personally, or any members of whose families, are engaged in the manufacture, sale, commercial finishing, or professional use of photographic goods.

2. Pictures must have been taken after July 1, 1960, during a trip away from home for either holiday or business purposes.

3. **Black-and-white photographs**

a. Prints must be submitted in glossy prints 8 x 10, unmounted.

b. On the back of the photograph must appear: name and address of photographer; make of camera and film used in taking the picture; date and place it was shot.

c. Developing and printing may be done by a photo-finisher or the entrant. No composite pictures such as multiple printing or montages are eligible. No art-work or retouching on prints or negatives from which they are made is permitted.

d. No negatives should be submitted.

e. No prints will be returned.

4. **Color photographs**

a. Transparencies must be originals and must be mounted in cardboard.

b. Color prints must be 8 x 10, unmounted.

c. Stereos are eligible. Only one transparency need be sent.

d. The same data must be given as specified above for black-and-white prints and must be written on the mount of each transparency or on the back of each print.

e. Transparencies and color prints will be returned to entrant only if accompanied by return postage.

5. Saturday Review assumes no responsibility for negatives, prints or color transparencies, but reserves the right to publish within its own pages as part of the Awards competition any pictures submitted, whether winners or not.

6. To enter the contest, mail no more than two black-and-white pictures and/or two color pictures to this magazine's World Travel Photographic Awards Department. All pictures must be postmarked no later than October 15, 1961, to be eligible for judging. **IMPORTANT: NO MORE THAN FOUR PICTURES, TWO IN EACH CATEGORY, CAN BE SUBMITTED BY ANY ONE ENTRANT.**

7. Pictures will be judged on photographic quality and originality in choice and treatment of subject. The decision of the judges will be final.

8. Before receiving a final prize, the entrant must sign a statement that his picture, or any closely similar picture of the same subject or situation, has not been and will not be entered by him in any photographic contest other than the one conducted by this magazine, and has not been and will not be offered for publication in any manner prior to January 6, 1962. Winning pictures become the property of Saturday Review.

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KINGSLEY DOUBLE-CROSTIC NO. 1434

Reg. U.S. Patent Office

By Doris Nash Wortman

DEFINITIONS	WORDS
A. British prince who invited the Saxons to Britain to repel the Picts and Scots (circa 450).	6 86 91 85 112 160 141 55 27
B. One who pardons, sets another free from a penalty.	26 93 36 121 4 143 79 161
C. Meteoric phenomenon often occurring in August and November.	126 65 31 53 90 138
D. Period for which Browning invited the reader to sit by the side of beautiful Evelyn Hope (2 wds.).	163 87 2 119 58 49
E. Erythrocephalous.	145 110 10 140 168 99 39 29 72
F. —but not outdoors, for example (3 wds.).	17 149 61 45 24 60 178 80 104 162
G. Institutions for the custody and administration of collections of books, MSS., etc.	25 46 118 102 77 69 125 66 117
H. Giving adoration to God (2 wds.).	147 133 15 103 113 47 124 127 52
I. One of two ropes extending from the peak of a gaff to steady it when the sail is not set.	34 68 43 148
J. Raise in relief from a surface; adorn.	142 167 94 50 75 146
K. Render temporarily harmless; stamp out.	105 59 42 97 67 23

DEFINITIONS	WORDS
L. Where the sable cloud in Comus turned forth her silver lining (3 wds.).	171 9 1 19 14 83 115 154 109 173
M. Not many specific individuals (3 wds.).	165 150 177 95 169 64 98 153 20
N. British slang for a situation of perplexity, anxiety, peril, difficulty (2 wds.).	123 89 3 136 132 82 159
O. Emphysema of horses.	16 56 8 70 38 128
P. Forcible; striking.	131 122 41 73 63 100 156 101
Q. Old-fashioned and poetic word for *near*.	155 116 175 48 37
R. Specifying a Napoleonic Confederation, a symphony, "the Pope's" choice of wine in the old college song.	170 130 54 157 35 120 174
S. General R. E. Lee's famous horse.	88 179 166 111 106 134 30 71 13
T. Dishonor; challenge of credibility; etc.	74 78 81 144 33 11 152 172 7 96 164
U. Dispersing shadows.	107 18 84 12 32 135 44 92 22
V. All dressed up (2 wds.).	129 137 114 28 158 151 5 40 108
W. Mephitic.	57 180 51 76 139 21 176 62

DIRECTIONS

To solve this puzzle you must guess twenty-odd WORDS, the definitions of which are given in the column headed DEFINITIONS. Alongside each definition, there is a row of dashes—one for each letter in the required word. When you have guessed a word, write it on the dashes, and also write each letter in the correspondingly numbered square of the puzzle diagram. . . When the squares are all filled in, you will find that you have completed a quotation from some published work. If read up and down, the letters in the diagram have no meaning. . . Black squares indicate ends of words; if there is no black square at the right side of the diagram, the word carries over to the next line . . . When all the WORDS are filled in, their initial letters spell the name of the author and the title of the piece from which the quotation has been taken. Of great help to the solver are this acrostic feature and the relative shapes of words in the diagram as they develop. Authority for spellings and definitions is Webster's New International Dictionary, Second Edition.

1 L	2 D	3 N		4 B	5 V	6 A	7 T		8 O	9 L	10 E		11 T	12 U	13 S	14 L
	15 H	16 O	17 F	18 U	19 L		20 M	21 W	22 U	23 K	24 F	25 G	26 B	27 A	28 V	29 E
30 S	31 C		32 U	33 T	34 I	35 R	36 B	37 Q	38 O	39 E		40 V	41 P	42 K	43 I	
44 U	45 F	46 G	47 H		48 Q	49 D	50 J	51 W	52 H		53 C	54 R	55 A	56 O		57 W
58 D	59 K	60 F		61 F	62 W	63 P	64 M		65 C	66 G		67 K	68 I	69 G	70 O	71 S
72 E		73 P	74 T	75 J		76 W	77 G	78 T	79 B		80 F	81 T	82 N	83 L		84 U
85 A		86 A	87 D		88 S	89 N	90 C		91 A	92 U	93 B	94 J	95 M	96 T		97 K
98 M	99 E	100 P		101 P	102 G	103 H	104 F	105 K	106 S	107 U		108 V	109 L	110 E		111 S
112 A	113 H	114 V	115 L	116 Q	117 G		118 G	119 D	120 R	121 B	122 P		123 N	124 H	125 G	126 C
	127 H	128 O		129 V	130 R	131 P		132 N	133 H	134 S	135 U		136 N	137 V	138 C	139 W
	140 E	141 A		142 J	143 B	144 T	145 E		146 J	147 H	148 I	149 F	150 M	151 V		152 T
153 M		154 L	155 Q	156 P	157 R	158 V	159 N		160 A	161 B	162 F	163 D	164 T		165 M	166 S
167 J	168 E		169 M	170 R	171 L	172 T		173 L	174 R	175 Q	176 W		177 M	178 F	179 S	180 W

Solution of last week's Double-Crostic will be found on page 14 of this issue.

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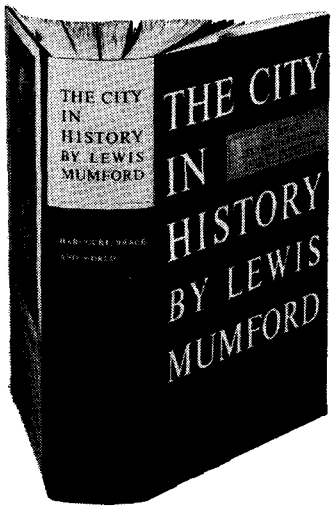

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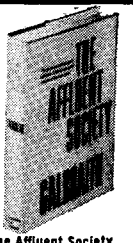

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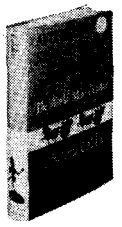

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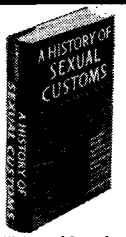

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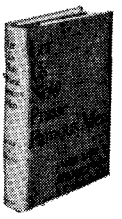

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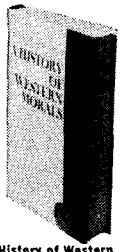

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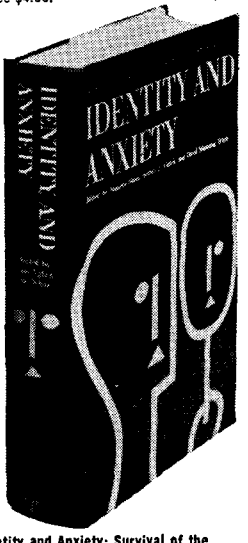

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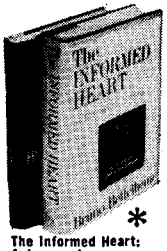

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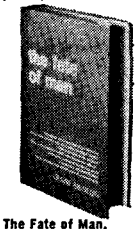

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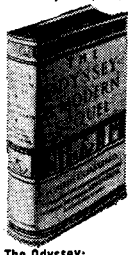

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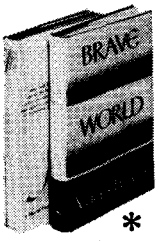

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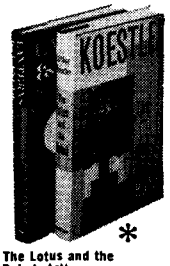

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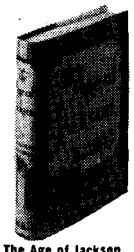

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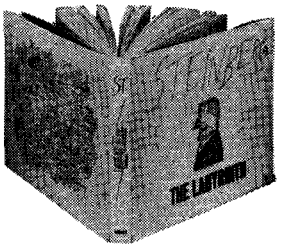

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